

Progress Document- Victorians- Year 5			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
Chronology-Long arc of development-significant events - The process of change- the impact on our society	<ul style="list-style-type: none"> Use dates and terms to describe events. Place events, artefacts and historical figure on a time line using dates. Suggest causes and consequences for some of the main events understand the concept of change over time; represent this along with other evidence, on a timeline. 	Chronology-Long arc of development-significant events	Compare some of the times studied with those of the other areas of interest around the world. <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Identify continuity and change in the history of the locality of the school
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe the social, ethnic, cultural diversity of a past society. Compare those studied with other areas of interest around the world. 	Life achievements of the society/significant people	Identify periods of rapid change in history and contrast them with times of relatively little change. <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school.
Interpretations of the past-	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry to gain a more accurate understanding. Suggest suitable sources of evidence for historical enquires 	Interpretations of the past- the process of change- the impact on our society	<ul style="list-style-type: none"> Understand that no single source of evidence gives the full answer to questions about the past.
Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including dates, time, era, chronology, continuity, change, century, decade, legacy. Use literacy and numeracy computing skills to an exceptional standard in order to communicate information from the past 	Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including dates, time, era, chronology, continuity, change, century, decade, legacy. Use original ways to present information and ideas.
National Curriculum Links			Key Vocabulary
<ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed a study over time tracing how several aspects of national history are reflected in the locality 			Poverty, industrial revolution, workhouse, living conditions, landlord, pauper, monarch
Key Knowledge			Enhancements and links with other subjects
<ul style="list-style-type: none"> The industrial revolution was 1760 to 1840, it brought a change from cottage industries to mass production in factories. People would migrate to the towns attracted by reliable work and pay from the factories. Houses for workers were built closer to the factories. Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country. 			History- Year 2 Florence Nightingale Geography- Year 2 Dougals Green and surrounding environment year 3 – what makes greater Manchester so great? analysing changes in maps/ land use.
End of next year's expectations			
Chronology-Long arc of development-significant events -The process of change- the impact on our society	<ul style="list-style-type: none"> Use dates and terms accurately in describing events. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 		
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Give a broad overview of life in Britain from medieval until Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Identify continuity and change in the history of the locality of the school. 		
Interpretations of the past-	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 		

	<ul style="list-style-type: none">• Understand that no single source of evidence gives the full answer to questions about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Select suitable sources of evidence, giving reasons for choices.• Use sources of information to form testable hypotheses about the past.• Refine lines of enquiry as appropriate.
Communication	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <ul style="list-style-type: none">• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.