



## History PROGRESSION MAP

Year 5			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<b>Britain's settlement by Anglo-Saxons and Scots</b> <i>What impact did the Anglo-Saxons have?</i>	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> <i>Would the Vikings do anything for money?</i>	<b>A non-European society that provides contrasts with British history (AD 900.Mayan)</b> <i>Why should we remember the Maya?</i>
Domain	Progression Statement		
Historical Knowledge			<b>Constructing the past:</b> Give a summary of the main features and can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.  Begins to design own timeline to sequence events learned.  Sequences historical periods.
History Concepts		<b>Cause and effect:</b> Gives some causes and consequences of the main events, situations and changes in the periods studied.  Identifies changes and links within and across the time periods studied.	
Historical Enquiry	<b>Planning and carrying out a historical enquiry:</b> Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions.  Realises that there is often not a single answer to historical questions.		

**Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.**