St Winefride’s Catholic Voluntary Academy

Curriculum Plan for History

Year Group: 5

Title of Unit: When was the Golden Age of Islamic history?

**Key Knowledge and Skills:**

Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.

Knowthe date of any significant event studied from the past and place it correctly on a timeline.

Recognise when they are using primary and secondary sources of information to investigate the past.

Use a wide range of different artefactsto collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.

Find and analyse a wide range of evidence about the past.

Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.

**National Curriculum Requirement:**

Ancient civilization from 1000 years ago

Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin

Know why they were considered an advanced society in relation to that period of time in Europe

**Key Knowledge and Skills Expectation**

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| •Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| •Know the date of any significant event studied from the past and place it correctly on a timeline. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| •Recognise when they are using primary and secondary sources of information to investigate the past. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| •Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| •Find and analyse a wide range of evidence about the past. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| •Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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