



## History

### Year 5 - I can assessment statements

	<b>Knowledge</b>	<b>Skills</b>
<b>Anglo-Saxon and Scot settlement in Britain</b>	<ul style="list-style-type: none"><li>Understand which societies settled in Britain when the Romans left, where they settled, where else they settled and where they came from.</li><li>Understand why the Anglo-Saxons and Scots came to Britain.</li><li>Use a variety of sources to find out what kind of people they were.</li><li>Understand the challenges they faced when establishing settlements and how they overcame them.</li></ul> <p>I can tell you why the Romans left Britain.</p> <p>I can tell you why the Anglo-saxons and Scots came to Britain.</p> <p>I can tell you where the Anglo-Saxons came from and where they settled.</p> <p>I can tell you what the Anglo-Saxons were like and how I know this.</p> <p>I can describe the religion of the Anglo-Saxons and the impact this had upon Britain.</p> <p>I can explain why the Vikings raided Britain and where they came from.</p> <p>I can describe what life might have been like for a Viking.</p> <p>I can describe a key event from this period of time, say what impact this had on society and say how reliable the sources might be.</p> <p>I can describe a key person from this period of time and say what impact this had on society.</p>	<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>They should understand how our knowledge of the past is constructed from a range of sources.</li></ul> <p>I can put periods of history in chronological order.</p> <p>I can give you some dates for key periods in history.</p> <p>I can compare and contrast some key periods in history .</p>

<b>Aspect or theme beyond 1066</b> <b>Crime and Punishment</b>	<p>I can say how the Anglo-Saxon legal system is similar and different to both Roman and modern Britain.</p> <p>I can name some different punishment methods in the Tudor era.</p> <p>I can use different sources to find out about a significant person 18<sup>th</sup> and 19<sup>th</sup> centuries.</p> <p>I can say how crime and punishment developed during the Victorian period.</p> <p>I can describe life in a Victorian prison.</p> <p>I can compare Crime and punishment in different historical periods to modern-day Britain.</p> <p>I can use primary resources to research crime and punishments to tell you what life might have been like for people in the past.</p>	<p>I can use a range of sources to answer questions and explain how reliable these sources are.</p> <p>I can use appropriate historical terms to describe them.</p> <p>I can ask important questions about the periods and historical figures studied.</p> <p>I can suggest how I might find reliable answers to these questions.</p>
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