gorsehall2

History

Year 5 - I can assessment statements

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|  | **Knowledge** | **Skills** |
| **Anglo-Saxon and**  **Scot settlement**  **in Britain** | * Understand which societies settled in Britain when the Romans left, where they settled, where else they settled and where they came from. * Understand why the Anglo-Saxons and Scots came to Britain. * Use a variety of sources to find out what kind of people they were. * Understand the challenges they faced when establishing settlements and how they overcame them.   I can tell you why the Romans and Vikings left Britain.  I can you why the Anglo-saxons, Scots and Vikings came to Britain.  I can tell you where the Anglo-Saxons and Vikings came from and where they settled.  I can tell you what the Anglo-Saxons were like and how I know this.  I can describe the religion of the Anglo-Saxons and the impact this had upon Britain.  I can describe what life might have been like for a Viking and an Anglo-Saxon.  I can describe a key event/key person from this period of time, say what impact this had on society and say how reliable the sources might be. | • 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.  • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  • They should regularly address and sometimes devise historically valid  questions about change, cause, similarity and difference, and significance.  • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  • They should understand how our knowledge of the past is constructed from a range of sources.  I can put periods of history in chronological order.  I can give you some dates for key periods in history.  I can compare and contrast some key periods in history .  I can use a range of sources to answer questions and explain how reliable these sources are.  I can use appropriate historical terms to describe them.  I can ask important questions about the periods and historical figures studied.  I can suggest how I might find reliable answers to these questions. |
| **Aspect or theme**  **beyond 1066**  **Crime and Punishment** | I can say how the Anglo-Saxon legal system is similar and different to both Roman and modern Britain.  I can name some different punishment methods in the Tudor era.  I can use different sources to find out about a significant person 18th and 19th centuries.  I can say how crime and punishment developed during the Victorian period.  I can describe life in a Victorian prison.  I can compare Crime and punishment in different historical periods to modern-day Britain.  I can use primary resources to research crime and punishments to tell you what life might have been like for people in the past. |