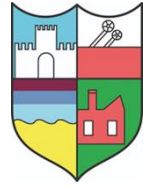


# History

## Curriculum End Points



### Year Five

#### Topic: British History 5: How was life in Tudor England?

- Extract information about Henry VIII from portraits and written records.
- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period.
- Make deductions from a range of sources about marriage, power and punishment.
- Identify primary and secondary sources, and begin to explore their reliability.
- Explain how inventories are useful to historians.
- Use their knowledge of inventories, to create a realistic Tudor inventory.

# History

## Key Vocabulary

### Year Five



## Topic: British History 5: How was life in Tudor England?

- bias
- democracy
- enslaved
- enslaver
- heir
- merchant
- perspective
- propaganda
- sovereign
- state
- tyrant

# History

## Curriculum End Points

### Year Five



## Topic: What did the Greeks ever do for us?

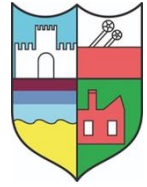
- Describe the features of ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.

# History

## Key Vocabulary

### Year Five

#### Topic: What did the Greeks ever do for us?



- assembly
- constitutional monarchy
- democracy
- direct democracy
- ethics
- government
- period
- philosophy
- oligarchy
- representative democracy

# History

## Key Vocabulary

### Year Five

#### Topic: Local History Study – The Big ‘E’



- census
- community
- conflict
- culture
- government
- industry
- population
- society

# History

## Curriculum End Points

### Year Five



## Topic: Local History Study – The Big ‘E’

- Use the census to make inferences about people from the past, providing supporting evidence for their statements.
- Make observations from the census and identify changes between periods of time.
- Identify the dangers of working in a coal mine.
- Create questions to identify the thoughts and feelings of a child working in a coal mine.
- To understand how society is organised in different cultures, times and groups.
- Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Use evidence to support and illustrate claims.