

## History Year 5 SOL

Y5	1.1	WDIKA Maya Pictures	Examine artefacts that show evidence of advancement of a civilization	What did the Maya's introduce?		Discuss how trade, transport and science influenced the development of major cities.	Assessment	Know Chronological order of different Periods of History and identify on timeline.	<u>The Maya:</u> Archaeology, civilisation, sacrifice, hierarchy, agriculture, astronomy, codex/codices, pagan, scribe and myth, temple, jaguar
I can to identify primary and secondary sources I can use evidence to build up a picture of life in time studied I can examine causes and results of great events and the impact on people I can study an ancient civilization in detail									
	1.2	WDIKA Stone/Bronze/ Iron Age Pictures – what's the difference?	Examine the development Stone/Bronze and Iron ages		Assessment	Know how ancient civilisations were advanced and developed during their reigning period.		BC, AD, Palaeolithic, Mesolithic, Neolithic, flint, artefact, Ice Age, hunter-gatherer and settlement. Archer, tribe, wattle and daub, roundhouse, hill fort, agriculture, archaeologist and monument.	
I can study an ancient civilization in detail I can relate current studies to previous studies									

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Y5	2.1	WDIKA British Monarchs	Timeline Monarch from Plan tangents (Richard III)  Choose 2 other monarchs from the list below: -Richard 11 -Henry VIII -Elizabeth 1 -Mary 1 -James I Stuarts Era -Victoria - Queen Elizabeth II	Discuss key British monarchs and their social/cultural influence.	(King Richard)  <b>Trip</b>			Explain significant monarchs and how Britain was shaped during their reign.	line of succession, monarch, reign, descendant, House of Tudor, Plantagenet, archaeologist, evidence
I can place current study on time line in relation to other studies I can make comparisons between different times in history									

[illegible]

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Year 4		Year 5
Chronology	I can place events from period studied on a time line I can use terms related to the period and begin to date events I can understand more complex terms e.g. BC/AD	I can place current study on time line in relation to other studies <b>C1</b> I know and sequence key events of time studied I can use relevant terms and periods labels <b>C2</b> I can relate current studies to previous studies <b>C3</b> I can make comparisons between different times in history <b>C4</b>
Knowledge	I can use evidence to reconstruct life in time studied I can identify key features and events I can look for links and effects in time studied I can offer a reasonable explanation for some events I can develop a broad understanding of ancient civilisations	I can study different aspects of life of different people – differences between men and women <b>K1</b> I can examine causes and results of great events and the impact on people <b>K2</b> I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period <b>K3</b> I can study an ancient civilization in detail <b>K4</b>
Interpretation	I can look at the evidence available I can begin to evaluate the usefulness of different sources I can use text books and historical knowledge	I can compare accounts of events from different sources. Fact or fiction <b>I1</b> I can offer some reasons for different versions of events <b>I2</b>
Enquiry	I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in time past I can ask a variety of questions I can use the library, e-learning for research	I can to identify primary and secondary sources <b>E1</b> I can use evidence to build up a picture of life in time studied <b>E2</b> I can select relevant sections of information <b>E3</b> I am confident in using the library and e-learning for research <b>E4</b>
Organisation and Communication	I can select data and organise it into a data file to answer historical questions I know the period in which the study is set I can display findings in a variety of ways I can work independently and in groups to discuss and record historical information	I can fit events into a display, sorted by theme or time <b>OC1</b> I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms <b>OC2</b> I can work independently and in groups to discuss and record historical information, showing initiative <b>OC3</b>