

Year 5 - Cycle 1

Rainforests	Mexico	Ancient Egypt
<p><u>National Curriculum</u> A non-European society that provides contrasts with British history - one study chosen: Benin (West Africa) c AD 900-1300</p> <p>I can place key events from a period of history on a timeline in relation to one other period of history (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&amp;D)</p> <p>I understand the impact of historical events on later periods of history (C&amp;C)</p> <p>I can evaluate how a historical event impacted on one or more of the 4 key concepts (C&amp;C)</p> <p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.(Co&amp;C)</p> <p>I can evaluate the impact of key historical people and events (S)</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions (HE)</p>	<p><u>National Curriculum</u> A non-European society that provides contrasts with British history - one study chosen: Mayan civilization c. AD 900</p> <p>I can use more accurate dates when describing and sequencing events (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&amp;D)</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &amp;D)</p> <p>I understand the impact of historical events on later periods of history (C&amp;C)</p> <p>I can evaluate the impact of key historical people and events (S)</p> <p>I can use a range of information, including my own research, to present a historical argument (HE)</p>	<p><u>National Curriculum</u> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>I can place key events from a period of history on a timeline in relation to one other period of history (C)</p> <p>I can use more accurate dates when describing and sequencing events (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&amp;D)</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &amp;D)</p> <p>I can evaluate how a historical event impacted on one or more of the 4 key concepts</p> <p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.(Co&amp;C)</p> <p>I can evaluate the impact of key historical people and events (S)</p> <p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.(HE)</p>