



Year group: Year 5

Term: Spring

Subject: History – Ancient Egyptians

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now.

Year 3: Children would have learnt about the Ancient Romans in the Summer Term of and this also links with their Autumn Term topic, 'Who first lived in Britain?'.

Year 4: Children would have learnt about the Ancient Greeks in the Summer term.

What comes next?

Year 6: Children will learn about the Ancient Mayans in their topic: 'Marvellous Maya'. They will use their understanding of the Ancient Romans (Year 3) and Ancient Greeks (Year 4).

Key vocabulary

Pharaoh Hieroglyphics Mummification Tomb

Notes and guidance

In this topic, children will learn about the Ancient Egyptians and how their beliefs are different from today. The children will explore religion in Ancient Egypt and how civilisation adapted to the needs of Egyptian life. They will learn about Howard Carter, Tutankhamun, Ramses II and Cleopatra who are all included on Year 5's People Pathway.

Learning Outside the Classroom

The children can explore artefact loan boxes relevant to this topic. The children can take part in the Christian Heritage Centre for morning activities of Ancient Egypt.

Substantive Knowledge

I know most Ancient Egyptians pyramids were built as tombs for pharaohs and their families.

I know the afterlife was incredibly important to Egyptians; they believed that by preserving a dead person's body (through mummification), their soul would live in their after-life.

I know the Ancient Egyptians believed in more than 2,000 deities; they had gods for everything, and each had different responsibilities and needed to be worshipped.

I know the Egyptians invented lots of things we still use today, such as papers, pens, locks and keys.

Procedural Knowledge

I can understand how our knowledge of the past is constructed from a range of sources.

I can construct informed historical responses that involve thoughtful selection and organisation of historical information.

I can ask and answer historically valid questions about change, cause, similarity and difference.

Disciplinary Knowledge

I understand historians engage critically with primary and secondary sources to make effective historical analysis.

Links to other curriculum areas

Year 5 PSHE – My wider world

Year 5 PE – Dance

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.



Year group: Year 5
Term: Spring
Subject: History – The Vikings

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now.

Year 4: Children would have learnt about the Anglo Saxons in the Summer term.

What comes next?

Year 6: Children will revisit Vikings in their crime and punishment, where they will evaluate the Anglo-Saxon and Viking's style of punishment.

Key vocabulary

Danegeld Danelaw Runes Longboat

Notes and guidance

In this topic, children will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England up until the time of Edward the Confessor. They will learn about the perceptions of both sides at the time and how the Vikings tried to take over Britain. They will also evaluate how we should remember the Vikings.

Learning Outside the Classroom

There could be an opportunity for the children to reenact a Viking raid in the playground/hall as well as having a visit from Professor McGinty and his mobile museum.

Substantive Knowledge

I know the Vikings originated from the Scandinavian countries and the first Viking raid was in 793 AD in Lindisfarne.

I know when they arrived, they fought the Anglo-Saxons for control and eventually they shared land between them.

I know recent excavations have changed our view on the Vikings.

I know how we should remember the Vikings: raiders or settlers.

Procedural Knowledge

I can understand how our knowledge of the past is constructed from a range of sources.

I can construct informed historical responses that involve thoughtful selection and organisation of historical information.

I can ask and answer historically valid questions about change, cause, similarity and difference.

Disciplinary Knowledge

I understand historians engage critically with primary and secondary sources to make effective historical analysis.

Links to other curriculum areas

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.