



History Medium Term Planning Year 5



<u>Topic and term</u>	<u>Knowledge</u>	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Key Vocabulary</u>
Egyptians	To discuss the achievements of the earliest civilizations — an overview of where and when the first civilizations appeared and a depth study on Ancient Egypt. To know how crime and punishment has changed over a period of time. To discuss how the	Why is Cleopatra famous? While queen of Egypt (51–30 BCE), Cleopatra actively influenced Roman politics at a crucial period and was especially known for her relationships with Julius Caesar and Mark Antony. She came to represent, as did no other woman of antiquity, the prototype of the romantic femme fatale. To create a timeline of key events in Egyptian history. 3100 BC- Egypt united by King Narnar. 2650 BC- the first step of the pyramid is built. 2250 BC- Gods for all areas of Egyptians lives are created. 1670 BC- the Hykos people invade and introduce the chariot. 1648 BC- Nilometers are invented to measure the height of the Nile. 1539- 1070 BC- Time of the 'New kingdom' 1070 BC- The Gods Ra and Amun are joined to create Amun-Ra, the king of the Gods. 332 BC- Alexander the Great conquers Egypt and founded Alexandria. 30 BC- Queen Cleopatra kills herself. Romans conquer Egypt.	Children will know who the Romans were. Children will be able to identify different civilisations across the world. Children will have experience of examining historical items and artefacts to help them build up a picture of life in the past. Children will be able to order events chronologically on a timeline.	primary sources, first-hand account, transcripts, photographs, paintings, films, secondary sources, books, magazines, internet, Ancient, Egypt, Tutankhamun, civilisation, River Nile, pyramid, sarcophagus,

lives of wealthy people were different from the lives of poorer people.

- To examine different types of Primary and secondary sources related to King Tutankhamun.

A primary source is an original/first hand document, artefact, photograph, letter, diary and government publications.

A secondary source is created by someone who did not have first-hand experience or participate in the events being studied.

- To know who Tutankhamun was. I can talk about King Tutankhamun's life. To create a fact file on King Tutankhamun detailing how he became a young king.

Commonly referred to as King Tut, was an ancient Egyptian pharaoh who was the last of his royal family to rule during the end of the 18th Dynasty (ruled c. 1332 – 1323 BC in the conventional chronology) during the New Kingdom of Egyptian history.

Tutankhamun took the throne at eight or nine years of age. Tutankhamun restored the Ancient Egyptian religion after its dissolution by his father, enriched and endowed the priestly orders of two important cults and began restoring old monuments damaged during the previous Amarna period. He moved his father's remains to the Valley of the Kings as well as relocating the capital from Akhetaten back to Thebes. Tutankhamun was physically disabled with a deformity of his left foot along with bone necrosis that required the use of a cane, several of which were found in his tomb.

- To discuss how the lives of wealthy people were different from the lives of poorer people. To identify the social structure of the

Howard Carter, mummy, mummification, pharaoh, tomb, source, Hieroglyphics, timeline, chronological, sequence, past, long time ago,

Ancient Egypt people and create a social structure pyramid.

The social structure of ancient Egypt can be sorted into a social pyramid. At the top of the social pyramid was the pharaoh with the government officials, nobles and priests below him/her. The third tier consisted of the scribes and soldiers with the middle class in the fourth level. Peasants were the fifth tier of society with slaves making up the lowest social class.

- To investigate how job roles have changed throughout time. To understand that job roles depended on social structure. To understand that job roles have changed through time. To identify the roles of different people during Ancient Egyptian times.

Brick maker- makes bricks out of mud.

Soldier- protecting people from enemies.

Slave- not a free person. They would work for a rich family.

Farmer- worked on the land to grow crops.

Stonemason- carve lumps put of stone so people could create sculptures.

Fishermen- used spear and nets to catch fish.

Pharaoh- person who was like the king or queen.

Architect- designed the buildings.

Craftsmen- the person in charge of buying and selling good.

Priest- the person who is in charge of the temple.

Embalmer- the person who would wash the dead bodies.

Vizier- helped the pharaoh.

		Scribe- the only type of person who could read and write in Egypt. They use hieroglyphics. To understand the process of mummification and why it was carried out. To understand that mummification was an important religious belief. To understand that those with great importance were mummified after death. To write a set of instructions on how to mummify someone. Mummification is the process of preserving the body after death by deliberately drying or embalming flesh. This typically involved removing moisture from a deceased body and using chemicals or natural preservatives, such as resin, to desiccate the flesh and organs. The ancient Egyptians mummified their dead because they believed that the physical body would be important in the next life. Eventually, the ancient Egyptians developed methods for drying and preparing bodies so that they would not decay. This process is called mummification.		
Flow	To understand how an event from the past has shaped our lives today. To note connections, contrasts and	To look at stories in the news of flooding disasters that have occurred recently and in the past. To order these events on a timeline. Flash Floods. A flash flood is a sudden, localized flood of great volume and short duration, typically caused by unusually heavy rain. River Floods. River Floods are characterized by gradual riverbank overflows caused by extensive rainfall over an extended period of time. Urban Floods.	Children have previously looked at Pompeii and how this has impacted the lives of people in Italy. Children will know what a flood is. Children will be able to recall flooding disasters that have	past, present, history, future, flooding, banks, sea level, dams, overflowing, prevent, flash flood, warning, hazard, prone,

	trends over time and develop the appropriate use of historical terms. To construct informed responses that involve thoughtful selection and organisation of relevant historical information	Pluvial Floods. 1928- London floods 1994- Chichester floods 1995- River Severn floods 1998- Easter floods 2002- Glasgow floods 2004- Boscastle floods 2005- Cumbrian rivers floods 2009- Great Britain and Ireland floods 2014- Winter floods https://www.weholite.co.uk/news/ukrsquos-worst-flooding-disasters/ - To understand how an event from the past has shaped our lives today. To discuss the floods of 2007 in Hull and the impact it has had on its residents 2007 Hull floods. 9,000 homes and businesses were destroyed after the city of Hull received a sixth of its annual rainfall in just 12 hours. - To understand how an event from the past has shaped our lives today. To discuss the flood of Iron Bridge in 2020 and the impact it had on local businesses in the area. In February 2020 the Ironbridge Gorge was battered by high winds and severe flooding from Storms Ciara and Dennis which caused significant damage to homes and businesses alongside the river in the World Heritage Site. The weather event caused extensive damage to two of our museums and resulted in a steep decline in visitor numbers.	taken place in the news recently	drainage, velocity, peak, timeline, order, sequence, flood control, ancient times, methods, vegetation, water, terracing hillsides, flow, downhill, construction, floodways, man-made, channels, divert,
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Traders and Raiders	To know about Britain's settlement by Anglo-Saxons and Scots. To know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life.	- To identify what countries the Anglo Saxons came from. To know why the Anglo Saxons came to Britain. To name some of the kingdoms the Anglo Saxons settled in. - To know who the Anglo Saxons were and when they existed. To know dates on a timeline need to be in chronological order. To plot a timeline of events during the Anglo Saxon rule. Historians are not sure why the Anglo-Saxons came to Britain. Some sources say that the Saxon warriors were invited to come, to the area now known as England, to help keep out invaders from Scotland and Ireland. Anglo-Saxon settlement of Britain. This process occurred from the mid-fifth to early seventh centuries, following the end of Roman power in Britain around the year 410. The settlement was followed by the establishment of Anglo-Saxon kingdoms in the south and east of Britain, later followed by the rest of modern England. 400 AD- The romans leave and the Anglo-Saxons arrive. 597 AD- Augustine arrives in England to be a missionary. 625 AD- King Raedwald is buried at Sutton Hoo. 757- 796 AD- Offa is king of Mercia. 800 AD- The Vikings raid Lindisfarne.	Children will know that there are various religions. Children will know what era came before the one that they are studying and why they no longer exist. Children will know what a farmer is and the setup of a farm. Children will be able to order dates chronologically on a timeline.	now, then, past, present, future, Anglo Saxon, Christianity, ruins, coins, lyre, thatched wooden house, Kent, Northumbria, compare, comparison, farming, diet, influence, investigate, origin, timeline, order, date, chronological,

871 AD- Alfred becomes king of Wessex.

954 AD- The Vikings are defeated at York.

1066 AD- King Harold is killed and Norman rule begins.

- To explore Anglo Saxon farming and what everyday life was like. To compare and describe Anglo Saxon life to life today.

Anglo-Saxon children were seen as an adult by the age of 10.

Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale.

Boys learnt to chop down trees with an axe, plough a field, and use a spear in battle, fishing and hunting.

Only a few boys and girls would learn to read and write.

- To know what Anglo Saxons diet consisted of. To understand that their diet depended on their wealth and what they sourced for themselves. To compare an Anglo Saxon's diet to a modern day diet.

Anglo-Saxon's grew wheat, barley and oats for making bread and porridge.

They grew fruit and vegetables like carrots, parsnips and apples.

They kept pigs, sheep and cattle for meat, wool and milk.

- To understand Anglo Saxon beliefs and how they are relevant today. To understand that Anglo Saxons followed the religion Paganism before becoming Christian. To name some of the Anglo Saxon Gods. To write about the Anglo Saxon Gods.

		Anglo Saxons were pagans. They worshipped lots of different Gods who they believed looked after different parts of their lives including crop growing, weather and war. To name some famous Anglo Saxons rulers. To know that some Anglo Saxons rulers are still remembered today. To write about Alfred the Great and Canute the Great. Alfred the Great was an Anglo-Saxon king. He successfully defended his kingdom, Wessex, against the Vikings. He was a keen champion of education.		
Vikings	To know and understand about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	To know who the Vikings were. To produce a timeline showing significant events during the period of time where the Vikings ruled. The Vikings came from Scandinavia. They left their homeland to look for better places to farm. The Viking age was from 793-1066 AD. AD 793- The Vikings attack the island of Lindisfarne. AD 866- The Vikings capture the city of York. AD 871- Alfred the Great becomes the King of Wessex. AD 878- The Vikings permanently settle in Britain. AD 886- King Alfred agrees to a treaty with the Vikings. AD 900- The Vikings rule the North of Scotland. AD 954- The last Viking king of Jorvik is forced out of York. AD 1013- King Sven of Denmark and his son Cnut claim the throne.	Children will know who the Saxons are and how they came to settle in Britain. Children will be able to order dates chronologically on a timeline.	Vikings, Saxons, order, sequence, timeline, chronological, dates, significant, rule, farmers, invade, conquer, conflict, power, defeat, raid, peace, Edward the confessor,

AD 1042- Edward the Confessor is invited to return from Normandy to become the King of England.

AD 1066- King Harold is defeated in the Battle of Hastings.

- To know that the Vikings and Anglo Saxons were often in battle. To know why the Vikings and Anglo Saxons fought. To describe the differences and similarities between the Vikings and the Anglo Saxons. To write a diary entry about one of the battles the Vikings and Anglo Saxons had.

The Vikings held many raids to try and control Britain leading to conflict with the Anglo-Saxons.

Alfred the Great stopped the Vikings taking over all of England.

- To name weapons Vikings used. To know Vikings used weapons for battles and hunting. To know what materials Viking weaponry and armour were made from. To label and write about different parts of armour the Vikings wore.

In the Viking Age a number of different types of weapons were used: swords, axes, bows and arrows, lances and spears.

The Vikings came in longboats.

The Vikings targeted Christian monasteries as the monks had no weapons and the buildings were filled with valuable treasures.

Leather body armour Many historians and experts believe the average Viking would have worn no body armour, or if they did, it would have been leather armour. Lightweight and flexible, leather vest would likely have provided the right balance to many Vikings.

- To know what everyday life was like during Viking times. To compare and describe Viking life to life today.

Everyday life in Viking times Market in a Viking town Most Vikings were farmers. They grew crops such as barley, oats and rye and kept cattle, goats, sheep, pigs, chickens and horses. In most parts of Scandinavia, people lived in timber houses, but in places where wood was scarce they built with turf or stone instead. Some Vikings worked as fishermen, catching freshwater and sea fish as well as hunting for whales. Salt was a vital commodity, usually bought from travelling merchants. It was used to preserve fish and meat to eat during the long winters, when fresh food was scarce.

- To know when and why the Viking rule came to an end. To know the Battle of Hastings was fought on 14 October 1066. To know the Battle of Hastings was between the Norman-French army of William, the Duke of Normandy, and an English army under the Anglo-Saxon King Harold Godwinson, beginning the Norman conquest of England. To know how to use a timeline to show when the Viking raids started.

AD 787- The Vikings first attack Britain.

AD 821- The Vikings make Wessex the supreme kingdom.

AD 865- The Vikings great army invades England.

AD 866- The Vikings capture York.

Late 800s- The Vikings gain control of the west of Scotland.

AD 1016- King Knut of Denmark becomes king of England.

AD 1066- William the conqueror invades England and ends the Vikings

		rule in England. AD 1100- The Vikings are driven out of the Scottish mainland. AD 1469- Scandinavian rule ends in the Scottish isles.		
Machines and Inventions	To study an aspect of history. To know how Britain has had a major influence on the world. To complete a local history study about Black Country Museum and Iron bridge.	- To create a timeline of air travel inventions from the past up until now. https://www.sciencelearn.org.nz/resources/1691-a-progression-of-flight-timeline 1490- Leonardo da Vinci designed wings on a wooden frame. 1783- The first hot air balloon was invented. 1852- The first airship with a propeller was built. 1883- An airship was developed with a battery powered motor and 4 blade propeller. 1891-1896- Full sized gliders were developed and built. 1903 The first aircraft with an engine was developed. 1939- The first helicopter was built. 2016 — The first solar panelled plane flew around the world. - To discuss how Britain has had a major influence on the world. To name some inventors that came from Britain. To match the British inventors to their inventions. Alexander Wood. Scottish physician Alexander Wood introduced the hypodermic syringe in 1853. William Addis was an English entrepreneur believed to have produced the first mass-produced toothbrush in 1780. William Henry Fox Talbot was an English scientist, inventor and	Children know that different periods of history have had an impact on influences today. Children will know how people can find out about the past- primary and secondary sources.	influence, Britain, impact, history, past, present, future, timeline, order, sequence, oldest, newest, invention, flight, aeroplane, kite, invented, inventor, date, BC, AD, local, industry, industrial, museum, artefacts, Black country museum, Iron bridge, primary sources, first-hand account, transcripts,

photography pioneer who invented the salted paper and calotype processes, precursors to photographic processes of the later 19th and 20th centuries. Talbot was an accomplished mathematician involved in the research of light and optics; he invented the polarizing microscope. Joseph Aspdin was an English cement manufacturer who obtained the patent for Portland cement on 21 October 1824.

- To find out about Louis Braille and how his invention changed the lives of those with visual impairments. To create a fact file on Louis Braille.

Louis Braille invented the 'Braille alphabet.' A reading and writing system used by people who are visually impaired.

Braille is a system that uses a combination of raised dots to spell letters and numbers.

- To know what an inventor is. To know how air travel began- the Wright brothers. To compare and sort a range of space crafts from the past to now and write about how they have developed (group activity- pic collage)

Helicopter

Aeroplane

Rockets

Hot air balloon

The **history of air travel** began with the flight of the Wright brothers on December 17, 1903. Their plane was a powered and controlled aircraft whereas previous attempts to fly used gliders that had control

photographs,
paintings, films,
secondary
sources, books,
magazines,
internet,

and no power or free flight which had power but no control.

- To learn about the industrial side and History of Iron bridge (local study)

The iron bridge is a local world heritage site.

It was the first iron bridge and was erected over the river Severn.

Its success inspired the widespread use of cast iron as a structural material.

It is a symbol of the industrial revolution.

- To research the Black Country museum's story (local study) creating an advert to encourage people to visit the museum.

<https://www.bclm.co.uk/about/the-museums-story/1.htm>

The Black County Living Museum is an open air museum of rebuilt historic buildings in Dudley. Key facts include:

Closure of the last coal mine.

Exhibition of the Black country is held in Dudley.

Preview was held to see how the Black Country museum could work.

Tramway was installed.

Underground mining display opened.

10 million pound development launched creating a 1930s high-street.

1940s-60s town to be completed.