

History department – Year 5 scheme of work

National Curriculum/ AAA links: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum - History.pdf				
Term	Title	Unit content	Key vocabulary Concept People Linked to previous learning Linked to future learning	Resource links:
Autumn	Ancient Egypt	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To outline what they already know about ancient Egypt. • To analyse a source (painting from an Egyptian tomb) to find out what Egypt was like 5,000 years ago. • To analyse evidence to make a judgement on whether or not slaves built the pyramids. • To identify and explain what Tutankhamun's tomb tells us about Ancient Egypt and its significance. • To analyse sources (from tombs) to make inferences about daily life • To describe the Ancient Egyptian process of embalming • To describe the meaning of the Book of the Dead • To explain the similarities between different Ancient Civilisations. • To identify a range of inventions created by Egyptians. • To describe what Ancient Egypt was significant. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Significance • Chronology • Describing • Identifying • Outlining • Extended writing – 4-mark Q • Sources – analysis, inferences 	<p>Hieroglyphics Sphinx Pharo Papyrus Mummy Sarcophagus River Nile Slavery King Tutankhamun Howard Carter Nobleman Priestess Embalming Anubis Thoth Ammit Book of the Dead Wigs Cosmetic Makeup Toothpaste</p>	
Spring	Aztecs	Knowledge taught:	Temples	

		<ul style="list-style-type: none"> To outline key features of Aztecs society. To outline key vocabulary, dates and people of Aztec era. To analyse Spanish sources, pictograms and artefacts to make inferences about the Aztecs and how civilised they were. To describe the different factors behind the Aztec empire growing so vast. To describe how Aztec society was organised. To explain why the Aztecs carried out Human sacrifice. To describe four Aztec gods. To describe key features of Aztec daily life, school, homes and work etc. Describe the different reasons the Spanish came to Mexico Describe the events that led up to the siege to Tenochtitlan. To describe the long term causes that wiped out the Aztecs. To explain why the Aztecs are significant. <p>Key skills developed:</p> <ul style="list-style-type: none"> Significance Chronology Describing Identifying Outlining Extended writing – 4-mark Q Analyse sources and make inferences 	Pyramids Gold Chocolate Jewellery Human sacrifice Symbol of Mexico Cortez Conquistadors Montezuma I Montezuma II Tlaloc Aqueducts Calpulli Causeways Huey Tzompantli Measles Nahuatl Pictograms Tenochtitlan Allainces Tlatoani Pochteca Tetechutin Pipiltin Macehualtin Tezcatlipoca Tonatiuh Huitzilopochtli Telpochalli Clamecac Columbus	
Summer	Mongols / Genghis Khan	Key knowledge taught. <ul style="list-style-type: none"> To create a glossary of essential key vocabulary. To describe the position of Mongols in 1132 compared to big empires of China and Persia. To make inferences from sources to describe what life would have been like in the Gobi Desert. To describe key features of Mongol life; diet, leisure, beliefs and society. To outline and describe key events in the early stages of Temujin’s life. To describe what was the merge and why it was important. 	Saviour Overlord Intimidate Horde Negotiate Yurt Pony Nomadic Psychological Clan The Yassa Unite Riches Empire Mongol Surrender	

		<ul style="list-style-type: none"> • To describe how Genghis defeated the Chinese and the Persians. • To describe what the Yassa was and explain how it helped Genghis rule his subjects. • To evaluate the legacy of Genghis Khan. • To explain why the Mongol and Genghis Khan are significant. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Significance • Chronology • Describing • Identifying • Outlining • Extended writing – 4-mark Q • Analyse sources and make inferences 	<p>Nerge Bortai Targatai Jamukah Yassa</p>	
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