



St Mary's Catholic Junior School

Year 5

History Long Term Plan



Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
The Vikings 793-1066			Ancient Egypt	An aspect of social history: 'Crime and Punishment'	

CURRICULUM DOCUMENT			
Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	<p>Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p>Demonstrate more in-depth knowledge of one specific civilisation - Ancient Egypt.</p>	<p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Evaluate sources and make simple inferences.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p>	<p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings</p>

CURRICULUM ENTITLEMENT

	Key Historical Knowledge	Vocabulary	Assessment Criteria – ‘Can I...? statements’
<p>The Vikings 793-1066</p>	<ul style="list-style-type: none"> • Viking Settlements • Everyday life in the settlements • What happened to the Vikings? 	<p>Holmgang Karls Longhouse Outlaws Settlement</p>	<ul style="list-style-type: none"> • Can I use dates and appropriate historical terms to sequence events and periods of time? • Can I identify where people, places and periods of time fit into a chronological framework? • Can I describe links and contrasts within and across different periods of time including short-term and long-term time scales? • Can I use a wider range of sources as a basis for research to answer questions and to test hypotheses? • Can I recognise how our knowledge of the past is constructed from a range of sources? • Can I evaluate sources and make simple inferences? • Can I choose relevant sources of evidence to support particular lines of enquiry? • Can I discuss and debate historical issues? • Can I use appropriate vocabulary when discussing and describing historical events? • Can I construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms? • Can I choose relevant ways to communicate historical findings? • Can I describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor?
<p>Ancient Egypt</p>	<ul style="list-style-type: none"> • The Egyptian era • The constructions of pyramids • Tutankhamun and his history • Cleopatra • Howard Carter • Where is Egypt? • Egyptian Gods 	<p>Linen Tomb Monument Chisel Hieroglyphics Official Mummification Pharaoh Merchants Pyramid Burial chamber</p>	<ul style="list-style-type: none"> • Can I use dates and appropriate historical terms to sequence events and periods of time? • Can I identify where people, places and periods of time fit into a chronological framework? • Can I describe links and contrasts within and across different periods of time including short-term and long-term time scales? • Can I use a wider range of sources as a basis for research to answer questions and to test hypotheses? • Can I recognise how our knowledge of the past is constructed from a range of sources?

		Descendants	<ul style="list-style-type: none"> • Can I evaluate sources and make simple inferences? • Can I choose relevant sources of evidence to support particular lines of enquiry? • Can I discuss and debate historical issues? • Can I use appropriate vocabulary when discussing and describing historical events? • Can I construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms? • Can I choose relevant ways to communicate historical findings? • Can I demonstrate more in-depth knowledge of one specific civilisation - Ancient Egypt?
Crime and Punishment	<ul style="list-style-type: none"> • 1900 to present day focus • Development of prisons • Focus on change of law away from bible • Crime prevention • Discussions around the death penalty • Change of view surrounding crimes 	Justice Social Law Punishment Consequences Institution Specialist units tolerance	<ul style="list-style-type: none"> • Can I use dates and appropriate historical terms to sequence events and periods of time? • Can I identify where people, places and periods of time fit into a chronological framework? • Can I describe links and contrasts within and across different periods of time including short-term and long-term time scales? • Can I use a wider range of sources as a basis for research to answer questions and to test hypotheses? • Can I recognise how our knowledge of the past is constructed from a range of sources? • Can I evaluate sources and make simple inferences? • Can I choose relevant sources of evidence to support particular lines of enquiry? • Can I discuss and debate historical issues? • Can I use appropriate vocabulary when discussing and describing historical events? • Can I construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms? • Can I choose relevant ways to communicate historical findings?