



History Year 5 Long Term Plan

Themes (Number of weeks/Term)	The Ancient Egyptians Autumn 1	Crime and punishment Spring 1	WW1 and its impact in Britain. Summer 1
NC Content/ Coverage	Who were the Ancient Egyptians and what did they achieve?	How have crime and punishment changed over time?	How did WW1 start and what impact did it have?
Substantive Knowledge/ skills	● I can locate Egypt and the River Nile on a map. ● I can explain the importance of the River Nile for farming, transport and fertile soil during the Ancient Egyptian times. ● I can explain that the Ancient Egyptians developed sophisticated irrigation systems to manage the Nile's water for farming, including the use of shadufs to lift water to crops. ● I can explain the daily life during the Egyptian times, including jobs, diet (bread was a staple) and clothing of ordinary people and how this varied by wealth and social hierarchy. ● I can explain that houses were made of mudbrick and that where you lived depended on your social standing. ● I can describe the key Egyptian Gods and how they were worshipped. ● I can explain the concept of Pharaohs being God-like rulers and research figures like Cleopatra or Tutankhamun. ● I can explain the process of mummification and its connection to beliefs about the afterlife. ● I can explain why pyramids were built, how they were constructed and the significance of those at Giza.	● I can describe Roman law, courts and punishments, such as class-based sentences and exile. ● I can explain Anglo-Saxon laws, justice and the impact of Viking invasions. ● I can explore the Medieval and Tudor justice system, public punishments and specific laws like those for witchcraft. ● I can explain, during the Victorian era, the rise of policing, the development of prisons and social changes that affected crime. ● I can explain the modern-day introduction of current laws and compare them to historical systems, discussing concepts like rehabilitation and retribution. ● I can define terms like crime, punishment, justice, rehabilitation and retribution. ● I can compare fairness, rights and attitudes across different time periods and analyse different types of evidence. ● I can explain the role of some significant individuals like Elizabeth Fry and their role in prison reform. ● I can explain how societal shifts have influenced both crimes and the ways they are punished over time.	● I can explain that the war began in 1914 following the assassination of Archduke Franz Ferdinand of Austria-Hungary. The Austrians blamed the Serbians for this. ● I can explain that the war lasted from July 1914 until November 1918. ● I can explain that the world was split into two main sides: 1) The Triple Entente (Allies): Britain, France, Russia and later Italy and USA and 2) The Triple Alliance (Central Powers): Germany, Austria-Hungary and the Ottoman Empire. ● I can explain in simple terms that the alliances within these 'sides' forced the countries to go to war e.g. Austria declared war on Serbia and, because Serbia was a Russian ally, Russia declared war on Austria. ● I can explain that it was a World War because it involved colonies and countries from almost every continent. ● I can explain that the soldiers lived and fought in complex trench systems, such as during the Battle of the Somme. ● I can explain that the soldiers had to dig long ditches (trenches) for protection due to new technology like machine guns and some of the problems they faced such as Trench foot and rats the size of cats. ● I can explain that 'No Man's Land' was the dangerous, muddy area between the two opposing trench lines.



	• I can explain what Hieroglyphs are, who used them and how they were used for communication. • I can explain that they invented papyrus from reeds that grew along the Nile, a material similar to paper that was used for writing. • I can explain that they created a system for writing with ink. • I can explain that they invented both sundials and water clocks to measure time. • I can explain that they developed a system of mathematics and geometry necessary for building projects and surveying land.		• I can explain that soldier's lives also consisted of waiting, writing letters home and standoffs. • I can explain about rationing and air raids by German Zeppelins. • I can explain how life changed significantly for those left behind in Britain. • I can explain the role of women during the war – jobs in factories, making ammunition, driving buses and working on farms and how this led to women getting the vote. • I can explain how children helped by collecting scrap metal or knitting socks for soldiers. • I can explain about the introduction of tanks, planes and the use of animals for communication and transport. • I can explain what led to the need for gas masks. • I know that the day we call Remembrance Day is the day when the shooting stopped (Armistice Day) at 11am on the 11th of November 1918 • I can explain that the Treaty of Versailles was a peace agreement signed in 1919 that officially ended the state of war but also set the stage for future conflicts. • I can explain that WW1 was the second largest war in history, killing 8.5 to 11 million soldiers • I know that people wear poppies on Remembrance Day to remember those who lost their lives fighting in War. • I know that we use poppies as a symbol of remembrance as this was the first flower to bloom in the battlefields of Flanders. • I can describe an example of the impact of WW1 on our locality e.g. rapid industrial expansion of the town because of the need for steel.
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Disciplinary skills and knowledge	Constructing the past I can use knowledge gained to demonstrate an understanding of aspects of the life of the Ancient Egyptians, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. I can make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons. Sequencing the past I can sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across the Ancient Egyptian period on an annotated timeline. I can make some links between this sequence to the events and people within other time periods studied. Significance and Interpretations I can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Ancient Egyptians. I can give a range of valid reasons why I have selected a particular aspect as being most significant in a historical account and why others are less important. I can understand that some will have long-term significance and others only short-term significance. I can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations of daily life presented by Ancient Egyptian slaves compared to priests. I can explain why there may be differing interpretations and will refer to the differing types of representation. I can also understand why there may be some similarities in the interpretations. Using Sources as Evidence I can accept and reject (from a range of sources provided) sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Egyptians?' I can explain why I have made that selection, possibly with some references to utility and reliability.	Change and Development/Similarity and Difference I can independently and confidently provide a comprehensive list of the changes within the period studied. I can independently provide valid reasons why some changes and developments were of particular importance within this topic, e.g. decide why one or more change(s) in crime and punishment is of particular importance. I can identify a range of links between the various changes. I can provide insightful ideas about whether some things did not change very much within a period and why this occurred. Cause and Effect I can explain the role of different causes and effects of a range of events and developments, e.g. the reasons for the changes in prison reform. I can place the causes and/or effects in an order of significance and explain why they are arranged in this order. I can make a link between the causes or effects of events within one period with those of another. Planning and Carrying out a Historical Enquiry I can confidently and independently devise significant historical enquiries based on a broad range of valid questions. I can answer the questions in detail using a broad range of relevant and varied sources to support points made. I can produce work which is clearly structured with contrasting viewpoints considered. I can use the evidence to reach a valid and substantiated overall conclusion. I can use a broad range of relevant historical terms throughout. I can follow a clear structure appropriate for presenting an argument. I can work independently and with confidence.	Sequencing the past I can sequence, with independence, many of the significant events, and people leading to WW1 using appropriate dates, period labels and terms I can accurately identify links between this sequence and the events of other periods studied such as Roman Britain and the Anglo-Saxons. Change and Development/Similarity and Difference I can compare similarities, differences and changes within and across topics, e.g. similarities in causes of WW1 and other periods studied. Cause and Effect I can independently provide a comprehensive list of valid detailed reasons why events took place I can order these causes into a hierarchy of significance and comment insightfully on why I have selected this order. I can make a number of valid links between why certain events occurred in the periods studied and events taking place in other periods or locations Using Sources as Evidence I can accept and reject (from a range of sources provided) sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful are photographs and written evidence in finding out about WW1?' I can explain why I have made that selection, with some references to utility and reliability.
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Teaching sequence	L1- I can locate Egypt, the River Nile and explain why the Nile was important in Ancient Egypt. L2- I can explain daily life in Ancient Egypt including jobs, food, clothing and homes. L3- I can describe Ancient Egyptian gods and explain the role of Pharaohs. L4- I can explain mummification, the afterlife and why pyramids were built. L5- I can explain hieroglyphs, papyrus and writing in Ancient Egypt. L6- I can explain how Ancient Egyptians measured time and used maths and geometry for building and surveying land.	L1- I can describe Roman laws, courts and punishments. L2- I can explain Anglo-Saxon laws and justice. L3- I can explore Medieval and Tudor justice systems, punishments and witchcraft laws. L4- I can explain Victorian policing, prisons and social changes that affected crime. L5- I can explain modern laws and compare rehabilitation and retribution with past justice systems. L6- I can compare fairness, rights and attitudes across different time periods and analyse different types of evidence.	L1- I can understand how WW1 began and who was involved. L2- I can explain trench warfare and soldiers' lives in WW 1 L3- I can describe children and women's roles in WW 1. L4- I can understand how intelligence changed technology L5- I understand how WW 1 ended and why we remember it. L6- I can describe the impact of WW1 on our locality
Key vocabulary	Civilisation, Pharaoh, Hieroglyphs, mummification, afterlife, polytheism, papyrus, irrigation, sarcophagus, dynasty, hierarchy, shaduf, canopic jars	Crime, punishment, law, justice, retribution, rehabilitation, deterrence, evidence, trial, reform, execution	Refugee, evacuation, casualty, Blitz, rationing, shells, bombs, allies/alliance, ammunition, armistice, trench, treaty. Zeppelins,
Additional/ Cross Curricular and continuous Opportunities	Children will be regularly asked to place each of the periods and key events on a history timeline. At the start of each History unit, there will be a short retrieval quiz to revisit key learning from previous units. Each unit will link to Geography through the exploration of maps linked to settlements and/or key events. During assemblies related to Remembrance Day, there will be opportunities to ask retrieval questions about WW1. If, when watching news clips or discussing current affairs, crime and/or punishment are mentioned, children will be asked – where appropriate - to recall what they know about this from a historical perspective.		
Commentary: Why are we teaching what we are teaching, in the order we are teaching it?	This initial Y5 unit builds on the historical knowledge and disciplinary skills developed through the Y3 and 4 units of study. It allows pupils to apply their understanding of chronology, cause and consequence, and change and continuity in a non-British context. Pupils use their well-established chronological skills to situate Ancient Egypt alongside developments in Britain, reinforcing their	This unit builds on pupils' chronological understanding, comparative reasoning and historical enquiry skills developed through the study of Britain and non-British civilisations. Pupils consolidate their ability to construct coherent historical narratives by examining the evolution of laws, justice systems, and societal responses to crime over an extended period. Pupils	This unit is taught at the point where pupils are increasingly mature and ready to explore some of the complex themes and impact of War. This unit builds directly on pupils' understanding of societal change, justice, power and consequence developed through the Crime and Punishment unit. Having examined how laws, punishment and social attitude



What does each unit build on/prepare children for? How are resources and skills changing over time?	understanding of parallel timelines and cross-cultural comparison. The unit develops pupils' ability to construct detailed historical accounts by selecting and organising relevant evidence from a wide range of sources and allows them to evaluate the reliability and usefulness of these sources. Comparative skills are strengthened as pupils examine differences and similarities between Ancient Egyptian society and the societies previously studied. Pupils extend their understanding of significance and interpretation by assessing the impact of innovations and forming judgements about which developments were most influential in shaping the civilisation. Enquiry skills are further refined through structured investigations, enabling pupils to formulate historically valid questions, gather evidence, and justify conclusions. By engaging with a complex, highly organised civilisation with extensive written and material records, pupils are prepared for the next stage of their historical learning, including thematic units such as Crime and Punishment, where they will need to compare systems of law, society and justice across time, and evaluate continuity, change, and impact in more abstract historical contexts. This unit also prepares them for work in KS3 where learners delve into more complex historical examples of continuity and change, cause and consequence such as the Magna Carta and the emergence of parliament.	will, by this point in school, have the emotional maturity to be able to consider these complex themes. The unit develops pupils' capacity to explain cause and consequence by analysing how social, political, and technological changes influenced patterns of crime and punishment, while also strengthening their understanding of continuity and change across time. Comparative and evaluative skills are refined as pupils consider differences in fairness, rights, and societal attitudes across periods, drawing evidence from a wide range of historical sources and assessing their reliability. Pupils extend their disciplinary expertise by selecting significant events, individuals, and developments and justifying their importance in shaping legal systems. By examining the impact of laws, punishments and societal shifts over time, pupils are well prepared to engage with the complex political, social and military contexts of the twentieth century in preparation for the study of World War I and II in future units.	evolve in response to changing circumstances, pupils are now prepared to explore how large-scale conflict profoundly reshapes societies, governments and everyday life. This unit strengthens pupils' ability to construct coherent historical narratives and understand how individual incidents, such as political assassinations or invasions can trigger global consequences. Pupils further develop causal reasoning by analysing how technological, political and social factors influenced warfare and civilian life, and how these changes affected different groups in society. Comparative skills are extended as pupils examine similarities and differences between World War I. The increased use of a wide range of sources, supports pupils in evaluating evidence, understanding perspective and recognising how interpretations of conflict are shaped. By engaging with themes such as remembrance, moral responsibility and the consequences of peace settlements, pupils are well prepared for the Y6 unit on the causes and impact of war, where they will undertake more complex evaluative enquiries into the long-term effects of conflict. This unit also prepares the children well for the Holocaust unit they will cover in KS3 and will enable them to retrieve knowledge when covering more in-depth knowledge about the First War in KS3.
Adaptations for LA pupils	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs •Provide pupils with word banks and pictorial representations of Ancient Egyptian developments •Pre-teach key vocabulary for this unit	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs •Provide pupils with word banks and pictorial representations of ... •Pre-teach key vocabulary for this unit	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs •Provide pupils with word banks and pictorial representations of the events of WW1 •Pre-teach key vocabulary for this unit



Adaptations for GD pupils	• Use conflicting or more complex sources • Why do we need archaeologists? • Which tool is most important to an archaeologist? Why? • How would Ancient Egypt be different without the River Nile?	• Use conflicting or more complex sources • What might happen if a society had no laws or punishments? • Why do governments change laws and punishments over time? • What lessons can we learn from History that might improve our justice system today? • Plot changes in crime and punishment on a time line explaining links between and reasons for changes.	• Use conflicting or more complex sources • Could World War I have been avoided? Explain your reasoning. • Why did soldiers continue fighting despite the terrible conditions in the trenches? • How would our lives look today if there had been no WW1? Explain your opinions.
Resources/approaches	• Visit to Lincoln Museum- Mummification workshop • North Lincolnshire Museum Outreach- Ancient Egyptians workshop. • Images of Ancient Egyptian finds and museum images • Ancient Egyptian texts linked to the Literacy spine.	• Galleries of Justice in Nottingham • Pictures, recounts of events, primary sources- journals, ship records, Elizabeth Fry's letters. • Crime and Punishments texts linked to the Literacy spine.	• North Lincolnshire Museum -artefact boxes • WW1 images, recounts, newspaper clippings, maps. • Literacy book links-Poppy Field by Micheal Morpurgo
Career links	Egyptologist, Archaeologists, Heritage officer, Museum Curator, History Teacher, Epigraphist, Papyrologist, Archaeometrist	Judge, Police Officer, Heritage officer, Museum Curator, Lawyer, Criminologist	Heritage officer, Museum Curator, History Teacher, Genealogist, Archivist, Military Historian, Battlefield Tour Guide, Munitions Clearance Specialist: