

# History Year 5



Where is it on the timeline?

How do we know about this time in history?

How is it the same and different to living today?

## Learning Passport

What I should know by the end of my time learning about: **Ancient Egypt**

### Prior Learning:

Reception: People who help us

Year 1: Changes within living memory/castles

Year 2: The Great Fire of London/Florence Nightingale

Year 3: The Stone Age, The Anglo-Saxons, Romans

Year 4: Ancient Greece, The Tudors

### Key Knowledge

- When and where the Ancient Egyptians existed
- What was important to the Ancient Egyptians
- The process of Mummification
- Who was mummified and why
- The role of Pyramids in the Ancient Egypt
- Who pharaohs were and their role in Ancient Egypt
- Some Egyptian Gods and their importance
- What hieroglyphics are and how they were used
- The role of the Rosetta Stone
- The discovery of Tutankhamun's tomb

### Key Skills

- Placing the Ancient Egyptians on a historical timeline
- Studying artefacts to find out more about the Ancient Egyptians
- Studying the discovery of Tutankhamun's tomb and examining the evidence found to draw conclusions
- Begin to identify primary and secondary sources
- Compare and contrast ancient civilisations
- Study different aspects of life for different people - e.g. differences between men and women

### Key vocabulary

Mummification

Pharaoh

Cartouche

River Nile

Tutankhamun

Death mask

Pyramids

Hieroglyphics

Canopic jars

Sarcophagus

Rosetta Stone



Tutankhamun's death mask

# History Year 5



- Where is it on the timeline?
- How do we know about this time in history?
- How is it the same and different to living today?

## Learning Passport

What I should know by the end of my time learning about: **Benin**

### Prior Learning:

- Reception: People who help us
- Year 1: Changes within living memory/castles
- Year 2: The Great Fire of London/Florence Nightingale
- Year 3: The Stone Age, The Anglo-Saxons, Romans
- Year 4: Ancient Greece, The Tudors
- Year 5: Ancient Egypt (1<sup>st</sup> half term)

### Key Knowledge

- How the kingdom of Benin developed
- What the people of Benin believed in
- Why Benin's sculptures surprised the people who discovered them
- How Benin's past is recorded through a range of sources
- The story of how Eweka came to be the Oba of the Benin Kingdom
- How the kingdom of Benin became powerful and successful and also how the empire came to an end
- How Princess Edo
- How individuals and groups impacted civilisation (Dahomey warriors and Princess Edo)

### Key Skills

- Placing Benin on a historical timeline
- Examining and evaluating different sources of evidence about Benin and say what they can teach us about Benin culture
- Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same
- Look at a range of artefacts to see what we can learn about life in Benin

### Key vocabulary

Ogiso

Ohen

Reincarnation

Oba

Animists

battle

Edo

brass

Coral beads

Yoruba

belief

Egogo

Religion

