

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>Children will journey back to the land of the Pharaohs and discover the fascinating world of Ancient Egyptian history. They will look at factual evidence of the pyramids, mummies, pharaohs and artefacts to try and find out about the secrets of this civilisation. They will explore the Egypt of today and yesterday and discover when the Ancient Egyptian civilisation began and ended. The children will use their understanding of settlements to investigate how the river Nile was important to the ancient Egyptians.</p>	<p>In Year 2 the children have learnt to name and locate the seven continent and five oceans. In term 1 + 2 the children studied the stone age through to the iron age looking at the developments through time and why people settled where they did.</p>	<p>The children build on their understanding of the importance of rivers to establishing of settlements over times and for trade. They look at locations in the United Kingdom that have formed on rivers and learn about river features and processes. In year 4 children learn about the ancient Greeks building on to the timeline of the Ancient Egyptians.</p>	<p>Pyramid Mummification After-life Ritual Burial Tomb Nile sarcophagus Sphinx Osiris Ra Canopic Jars</p>	<p>Chamber Archaeologist Papyrus Hieroglyphics Shaduf Coffin Tutankhamun Pharoh</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		TIMELINE OF EVENTS	
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p><b>Chronology</b> Pupils should understand key terminology when talking about the past and use common words and phrases relating to the passing of time.</p> <p>Pupils should be able to establish clear narratives within and across periods studied.</p> <p>Pupils should be able to note connections, contrasts and trends over time.</p> <p><b>Historical enquiry</b> Pupils should be able to describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Pupils should be able to identify, give reasons and results of a for historical event.</p> <p>Pupils should understand how knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be able to construct informed responses by selecting and using relevant historical sources.</p> <p>Pupils should be able to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p><b>Where is Egypt and what is it like?</b> identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Know that Egypt is a country in the continent of Africa and the capital is Cairo.</p> <p>Know that the river Nile runs through Egypt and most people live along and around it (past and present). Know that the river Nile flooded every year and left behind a rich, black silt that fertilised the soil. Establish clear narratives within and across periods studied.</p> <p><b>Where in time and place was Ancient Egypt?</b> Know that Ancient Egypt ran from 3100 BC to 332 BC. Know where the Ancient Egyptians fits on a timeline of ancient history.</p> <p>Establish clear narratives within and across periods studied. Recognise connections, contrasts and trends over time.</p> <p><b>What was farming like in Ancient Egypt?</b> Describe the farming seasons over the year and what crops were grown and when. Explore how the Egyptians used Shadufs to get water from the Nile onto their fields.</p> <p>Knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and using relevant historical sources.</p> <p><b>How did Ancient Egyptians record their ideas?</b> Know about how Egyptian people used hieroglyphs to communicate. Know that hieroglyphs are an ancient Egyptian way of writing that uses pictures instead of letters. Explain the significance of the discovery of the Rosetta Stone and how it helped to understand hieroglyphics.</p>		<p>7,500 BC – the first settlers arrived in the Nile Valley.</p> <p>3,200 BC – Hieroglyphics are used to keep trade records.</p> <p>2,620 BC – The first pyramid is built.</p> <p>2,555 BC – The Giza pyramids are built.</p> <p>2,520 BC – The great Sphinx is built.</p> <p>1,539 BC – Valley of the kings starts.</p> <p>1,332 BC – The 10-year rule of Tutankhamun begins.</p> <p>51 BC – Cleopatra's reign begins, the Egyptian civilisation ends.</p>	

Pupils should be able to identify historically significant people and events

### Historical interpretation

Pupils should be able to understand that different versions of the past may exist, giving some reasons for this.

Pupils should begin to evaluate and discuss how useful and reliable a historical source is.

### Vocabulary

Pupils should be able to use key vocabulary linked to their specific topic.

Knowledge of the past is constructed from a range of sources.  
Construct informed responses by selecting and using relevant historical sources.

#### What was society like?

Know that Ancient Egyptian society was structured like a pyramid with gods at the top and slaves at the bottom.

Identify how life was different for the rich and poor in Egypt.

Describe social, cultural, religious and ethnic diversity in the wider world.  
Construct informed responses by selecting and using relevant historical sources.

#### What was everyday life like in Ancient Egypt?

Know and be able to describe some aspects of everyday life – what houses were like? What jobs people did in Ancient Egypt? What life was like for women and children? What did the ancient Egyptians eat?

Recognise connections, contrasts and trends over time.  
Knowledge of the past is constructed from a range of sources.  
Describe social, cultural, religious and ethnic diversity in the wider world.

#### Why were gods important?

Know that the Egyptians believed in a number of different gods for different things.  
Identify that the God Osiris was particularly important.

Describe social, cultural, religious and ethnic diversity  
Identify historically significant people

#### What did the Egyptians believe about life after death?

Know that Egyptians believed in the afterlife and the process of mummification.  
Explain the significance of The Book of the Dead and weighing the heart ritual.

Describe social, cultural, religious and ethnic diversity

#### Who was Tutankhamun? Who was Howard Carter?

Explain why the discovery of Tutankhamun's tomb was significant.  
Know who Howard Carter was?

Establish clear narratives within and across periods studied.  
Identify historically significant people and events

Discover and explore the layout of Tutankhamun's tomb and what the artefacts tell us about daily life.

Explain how information can be gleaned from different sources and how reliable/unreliable this might be?

	<p>Construct informed responses by selecting and using relevant historical sources.          Understand that different versions of the past may exist, giving some reasons for this.          Evaluate and discuss how useful and reliable a historical source is.</p>	
<p><b>CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM</b></p>	<p><b>BY THE END OF THIS UNIT...</b></p>	
<p>English - Egyptian Cinderella          Wider experience – Egyptian workshop          Art - Sculpture, Adolph Gottlieb          DT – Textiles, making papyrus</p>	<p>By the end of this unit most children will be able to locate Egypt on a globe, in an atlas and on maps. They will be able to describe some characteristics of the physical and human geography of Egypt e.g. climate, river Nile. They will be able to explain when the Ancient Egyptians lived using a timeline. They will know and be able to explain the rituals and beliefs of the Ancient Egyptians, including mummification and Egyptian Gods, understanding how artefacts help us build a picture of how people lived in the past. The children will know some of the achievements of the Ancient Egyptians including the building of the pyramids and the use of hieroglyphics. They will be able to compare accounts of historical events when studying Tutankhamun, understanding how differing accounts can affect our understanding of history. They will know why the River Nile was important to Ancient Egyptians and be able to explain farming in Ancient Egypt. The children will be able to ask and answer questions about the life of Ancient Egyptians selecting sources of evidence for their historical enquiry.</p>	