

Year 4 History: Ancient Egypt

Autumn Term

Were the pyramids the only thing that the Egyptians left behind?

Enrichment: Visit to Oriental Museum

Prior Learning:

Changes within living memory; Great Fire of London; Grace Darling; Castles, knights and dragons; Florence Nightingale; Stone Age; Romans.

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p>Chronology:</p> <ul style="list-style-type: none"> To make appropriate use of dates and chronological conventions such as BC, AD, century and decade To create timelines To use dates related to the passing of time Use terms related to the period and begin to date event Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade 	<p>When was the Ancient Egyptian period?</p> <ul style="list-style-type: none"> Place period into context of periods and events already studied (Stone Age, Bronze Age and Iron Age, Romans, Great Fire of London, Grace Darling and Florence Nightingale and Norman castles) and those yet to be studied in KS2 (Anglo Saxons, Vikings, Mayans etc) <p>What happened during the Ancient Egyptian Period?</p> <ul style="list-style-type: none"> Focus on how the first settlers came to life in the Nile Valley in 3500BC and were simple farmers and then the civilisation built up over thousands of years. Look at the different periods of this civilisation and the main achievements of each. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Can plot this period of time onto a timeline and know how long it lasted Know that this period of time occurs after the Stone Age but overlaps the Iron Age Know that the period can be split into three smaller periods of time: Old, Middle and New <p>Vocabulary: AD, BC, decade, century, time, chronology, era, period, civilisation, settlers, timeline, ancient</p>
<p>Sources:</p> <ul style="list-style-type: none"> To look at different representations of the period (e.g. museums, films, Horrible Histories) To question pictures as an interpretation of the past To distinguish between different sources and evaluate their usefulness Identify facts and opinions 	<p>How do we know so much about life in Ancient Egyptian times?</p> <ul style="list-style-type: none"> Howard Carter and his discovery of Tutankhamun's tomb. <p>What can we learn from artefacts?</p> <ul style="list-style-type: none"> Rosetta Stone Looking at the artefacts from Tutankhamun's tomb. Focus on what this can tell us about daily life of the Egyptians. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Howard Carter discovered the tomb of Tutankhamun. Egyptian pharaohs buried everything they need for their afterlife with them in their pyramids. <p>Vocabulary: Artefacts, remains, body, tomb, archaeologist, Egyptologist, pharaoh, death mask, scarabs, source, interpretation</p>

<p><u>Society:</u></p> <ul style="list-style-type: none"> • To explain why key events happened and why historical people acted as they did • To demonstrate understanding of historical concepts such as cause and consequences, and significance 	<p>How was Ancient Egyptian society structured?</p> <ul style="list-style-type: none"> - Recognise and describe the hierarchy in existence in the society - Look at hierarchy triangle from the Pharaohs to farmers and slaves/servants - Discuss which professions are held by the majority of the population. <p>Were the pyramids built by slaves?</p> <ul style="list-style-type: none"> - Ancient Egyptians did have slaves. These were criminals, people who didn't pay their debts and captives from foreign military campaigns. These were mostly used as field hands and domestic servants. - Long believed that the pyramids were built by slaves but about 10 years ago it was discovered that this was not true. - This is was in fact paid labour carried out by skilled artisans and tradesmen who took great pride in their work. <p>What did the Egyptians believe in?</p> <ul style="list-style-type: none"> - They are polytheistic, meaning they believed in more than one god. - Gods and goddesses who each looked after different parts of daily life. - Make links with the Roman Gods and discuss how why ancient civilisations relied on their belief in these gods <p>Why was mummification important? – Visit to the Oriental museum.</p> <ul style="list-style-type: none"> - Learn the details of the process - Look at significance of the amulets and eye of Horus during the process. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - The pharaoh ruled over the land. - The majority of Egyptian people were farmers, craftsmen and merchants. - While historians used to believe the pyramids were built by slaves, they were actually built by skilled artisans. - The Egyptians worshiped many gods. <p><u>Vocabulary:</u></p> <p>Pharaoh, vizier, priests, nobles, scribes, soldiers, craftsmen, farmer, slaves, servants, artisans, tradesmen, labour,</p> <p>Gods, goddesses (name of individual god and goddesses), polytheistic</p> <p>Mummification, embalmer, natron salt, amulets, linen, canopic jars, Eye of Horus,</p>
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<p><u>Changes:</u></p> <ul style="list-style-type: none"> • To describe main events, situations and changes within and across the different periods studied • To show knowledge and understanding of some of the main events, people and changes studied • To begin to give a few reasons for, and results of, the main events and changes • To demonstrate understanding of historical concepts such as cause and consequences, and significance 	<p>Was Egypt divided or united?</p> <ul style="list-style-type: none"> - Upper Egypt and Lower Egypt - How did the crowns change when the country became united? <p>Why did the pyramids change shape over time?</p> <ul style="list-style-type: none"> - Look at a series of images and describe the change in their shape - Discuss possible reasons for this (security and aesthetics) <p>Why did the Ancient Egyptian period come to an end?</p> <ul style="list-style-type: none"> - Look at the invasions and the Egyptians defence against them. - The rule of Alexander the great and his descendants - The Roman conquest - Cleopatra as the last pharaoh. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Upper and Lower Egypt united in 2686 BC - When they did so, they combined the white crown of Upper Egypt and the red crown of Lower Egypt - Buildings such as the pyramids developed as building techniques and tastes changed. - Towards the end of the Ancient Egyptian civilisation, they fought for control of their land when neighbouring countries invaded.
<p><u>Legacy:</u></p> <ul style="list-style-type: none"> • To recognise evidence of the past in a contemporary landscape • To demonstrate understanding of historical concepts such as cause and consequences, and significance 	<p>What did the Egyptians leave behind?</p> <ul style="list-style-type: none"> - Which of the developments left behind by the Ancient Egyptians are the most important? Do any of them impact our lives today? Diamond ranking activity. 	<p><u>Vocabulary:</u> Pyramid, evolve, Kingdom, divided, united, invasion, conquer, defend, descendants,</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - The Egyptians invented many things we still use today e.g. paper and ink, toothbrushes and toothpaste <p><u>Vocabulary:</u> Legacy, impact</p>
<p><u>The following skills will be covered throughout the unit:</u></p> <ul style="list-style-type: none"> • Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade • To communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations, drama) • To present recalled or selected information in a variety of ways 		
<p><u>Thinking Deeper:</u> What was happening in England during a specific time of the Egyptians? Did it impact on England at all? How would the world be different if the Ancient Egyptians had not existed?</p>		

Why did the Ancient Egyptian period last as long as it did?

Links to other subjects:

- Subject Specific links – Geography – Locating Egypt and the river Nile on a map, talking about settlements and farming techniques used at the time; RE – Looking at Gods and Goddesses and how people of this era worshipped; DT – Looking at pyramid structures and architecture
- Personal Development – Developing empathy – life for slaves
- SMSC – Looking at how different people in different times worshiped
- Cultural Capital – raising aspiration
- Careers – Archaeologist, archivist, conservator, curator, historian, museum education officer
- British Values – To know what was happening in England at the same time and any impact Ancient Egypt had on England; discussing hierarchy in Ancient Egypt
- Equality – Linked to hierarchy and structure of society in Ancient Egypt – was life fair and equal for all?