

Year: 5 Term: Autumn 1

Unit: The Ancient Egyptians

Enquiry Question: What aspects in Ancient Egypt can we thank them for today?

Substantive Knowledge	Aristocracy, City, Coronation, Empire, Farming, Nation, Queen, Religion, Rights, Rules/Law, Settlement, Society
Vocabulary	Archaeology, Chronological order, Primary Source, Secondary Source, Afterlife, Mummification, Embalming, Sarcophagus, God-King, Obelisk, Scarab, Papyrus, Hieroglyphs, Inundation, Irrigation, Delta
Substantive Concepts	Power, Conflict, Monarchy, Empire
Hook? Visit?	Dress up as the Ancient Egyptians and make a project for homework in groups to show off what they have learnt.
Links to any prior units?	<p>Y3 - How has Roman life affected life in Britain today?</p> <ul style="list-style-type: none">• What invasions happened in the Roman times?• What amenities were available in Roman times to maintain hygiene?• How did Boudicca's rebellion affect different people of the time?• What were the religious beliefs of the Romans? <p>Y4 - What do artefacts tell us about the astonishing achievements of Maya of Mesoamerica?</p> <ul style="list-style-type: none">• Who were the Maya? When and where did the Maya live?• Where did the Ancient Maya build Pyramids? Why did their Kings try to be like Gods?• Would corn or chocolate have been more important to the Ancient Maya (and Aztecs) of Mesoamerica?• Who were the Conquistadors?• What happened to the Ancient Maya?• Are they still surviving to this day?• What were glyphs, logograms and codices?• What does their writing tell us about maya culture?• What did they write shells, dots and dashes for? <p>Y5 - How has Ancient Greece influenced life in Britain?</p> <ul style="list-style-type: none">• When did the Ancient Greeks live?• How have certain Ancient Greek ideas changed over time?• How have the Ancient Greek's achievements influenced our modern world?• What was everyday life like for the Ancient Greeks?• Who were the significant people from the Ancient Greek period?• How do we know so much about the Ancient Greeks? <p>Y6 - How has Ancient China Influenced modern life?</p> <ul style="list-style-type: none">• When and where did Shang exist?

	<ul style="list-style-type: none"> • What impact did the Shang dynasty have on modern China? • What is the significance of Dragon Bones in Shang culture? Development of writing? • What was daily life like in the Shang Dynasty? • Did people in the Shang period believe in an afterlife? Religion? • What was found in Fu Hao tomb and what does this tell us about royal life in Shang times? • Using Shang artefacts to discuss: History versus archaeology – which is more reliable?
National Curriculum	<p>Purpose of study</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
British Values	The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs, Democracy

	Enquiry Question	Evidence Sources	Understanding of Chronology	Historical interpretations	Historical Significance – questions about	Change & Continuity - questions about	Cause & Consequence – questions about	Similarity & Difference – questions about
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	(a single one or one each lesson?)	(artefacts, census etc)			events or people viewed over time	developments over time.	why things happened and their results	the different experiences of groups or individuals
1	When did the Ancient Egyptians live?	Dates of significant events	<p>Knowledge:</p> <ul style="list-style-type: none"> - Know the difference between BC and AD. - BC dates which are further back in time are a larger number. - Ancient Egypt started around 6000 BC. - It ended in 30AD <p>Task: Create a timeline showing a clear understanding of chronology.</p> <p>Place Ancient Egypt in a timeline with other time periods.</p> <ul style="list-style-type: none"> - Develop an increasingly secure chronological knowledge of local, British and world history, using dates. - Order a greater number of significant events, 					

			<p>movements and dates on a timeline.</p> <ul style="list-style-type: none"> - Describe the main changes in a period in history and place them in the correct order. - Summarise the main events from a period of history, explaining the order of events and what happened. 				
2	<p>How do we know so much about the Ancient Egyptians?</p>	<p>Egyptian artefacts</p> <p>Archaeologist video</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - We know about the past because of artefacts. - Archaeologists find artefacts and interpret them. - Interpret means using clues to make a guess about what happened. - Some people will have different opinions based on clues which is why different versions of the past may occur. <p>Task: Write out and explain the job role of an archaeologist.</p> <p>Dig up an artefact from Ancient Egypt and piece it together. Describe what they think it is using</p>				

				<p>clues. What does that tell us about the Egyptians.</p> <ul style="list-style-type: none"> - Understand that different versions of the past may exist and give reasons why. - Understand the importance of checking the accuracy of interpretations/evidence - Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making 				
3	<p>What was significant about Howard Carter's discovery?</p>	<p>Pictures of Howard Carter, Tutankhamun's tomb, Valley of the Kings</p>			<p>Knowledge:</p> <ul style="list-style-type: none"> - Howard Carter was a famous archaeologist. - He discovered Tutankhamun's tomb (a famous pharaoh) in 1922. - His discovery told us a lot about the Egyptians because it is one of the tombs left intact. <p>Task: Write a diary entry on Howard Carter's discovery.</p> <p>Identify historically significant people and events from a period of history.</p>			

					<p>Explain why they were significant.</p> <p>Describe and explain why what they did (or what happened) was important and how it changed things for people.</p>			
4	<p>How have certain Ancient Egyptian ideas changed overtime?</p>	<p>Pictures of different burials around the world</p>				<p>Knowledge:</p> <ul style="list-style-type: none"> - Some things change over time but others stay the same. - The Egyptian calendar was similar to ours. - Egyptians used hieroglyphics but don't now. - Some games like bowling we still use today. - They wore eye make up for the same reasons we do today. - They invented dams which we have developed but still use. <p>Task: Children to research about things the Egyptians did and how it has developed across the world and</p>		

						<p>compare them over time.</p> <p>Can identify and explain within and between periods of history</p> <ul style="list-style-type: none"> - key changes - similarities - why certain changes were important - any subtle differences between similarities - how changes may have been different in different places during the same period of history 		
5	<p>How did the Ancient Egyptians lose power?</p>	<p>YouTube video of Horrible Histories – Cleopatra</p> <p>Different accounts of Cleopatra</p>				<p>Knowledge:</p> <ul style="list-style-type: none"> - Cleopatra was a famous Egyptian Pharaoh. - Because of her life choices, she was the cause of the downfall of the Egyptian Civilization. - The Romans invaded the Egyptians. - Several things changed as a result of the invasion. <p>Task: Make a list of pros and cons for how she was good and bad.</p>		

							<p>Identify the consequences of the invasion on Egyptian culture.</p> <ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people - Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied 	
6	<p>How did the Egyptians live?</p>	<p>Pictures and artefacts of hieroglyphics, cartouches showing daily life.</p>						<p>Knowledge:</p> <ul style="list-style-type: none"> - Some things the Egyptians do are similar to what we do today and some are different. - Sport, education, religion and writing all have similarities and differences. - Some things stay the same because

							<p>they are important ways in which humans develop or have fun.</p> <ul style="list-style-type: none">- Other things are different because they change over time to make them better or because we don't need them anymore. <p>Task: Create a Venn diagram of different aspects of life between modern day and Ancient Egypt.</p> <ul style="list-style-type: none">- Explain (and give examples) how life was different for different people in the past:<ul style="list-style-type: none">- rich and poor- male and female- different cultures and races- different religions- Explain (and give examples) that this may have been different in different places at the same time.- Attempt to explain reasons for these differences
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