**Y3/4 - Ancient Egypt**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught:

- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

**Knowledge And Understanding Objectives**

**Year 4** – Children will learn about ancient civilisations and begin to develop further understandings of how settlements flourished. They will continue to develop their understanding of abstract concepts such as empire, monarchy and trade.

**Year 5** – The children will make links to the Maya and how they made pyramids. Children will now have a well developed understanding of civilisation about monarchy.

**Year 6** – Children will use their understanding of rebellion, empire and monarchy to explore crime and punishment and world war two.

**KS3** – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts

**Future Learning**

**era**, artefact**, chronology**, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, **trade**, expand, **monarchy**, **empire**,

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

**Key Vocabulary To Explain**

**Theme:** Power

**Substantive concepts explicitly taught:**

civilisation, trade, settlement, empire, monarchy, rebellion

**Theme and concepts**

The children may think that the Ancient Egyptian period happened after a period in British history, rather than alongside it. They may think that changes happened very suddenly, rather than over time. The children may think that slaves built the pyramids when it was actually skilled workers. They may think that tombs have booby traps in them when this is historically inaccurate.

**Misconceptions**



**Y3 - Ancient Egypt**

**What were the greatest achievements of Ancient Egypt?**

**Year 1/2** – Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

**Year 3** – Children have been introduced to the concept of time being split into BCE and CE. Children will know that early civilisations changed when agriculture began.

**Previous Learning**

In this unit, children learn about how early civilisation started within Egypt. They shall discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. The children will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. The children will then discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt’s history.

**Overview Of Learning**

**Unit Overview**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What were the greatest achievements of Ancient Egypt?** | | | | | | | | | |
| **How did Early Egypt begin and what was it like there?** | | | **How did Ancient Egypt change during the Old Kingdom?** | | | **What changes took place from the Old Kingdom up to the end of the Egyptian Empire?** | | | |
| **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** | **Lesson 10** |
| **Key Question:** What is the chronology of Ancient Egypt? | **Key Question:** What was life like in early Egypt? | **Key Question:** Did the Ancient Egyptians write anything down? | **Key Question:** Who were the Egyptian gods? | **Key Question:** What did the Ancient Egyptians believe about the afterlife? | **Key Question:** How were the pyramids built? | **Key Question:** What were the consequences of invasion on the Old Kingdom of Ancient Egypt? | **Key Question:** What were the success of the New Kingdom? | **Key Question:** Who was Ramses II? | **Key Question:** How did the Egyptian Empire end? |
| **Historical Skill:**  Chronology | **Historical Skill:** Evidence and Interpretation | **Historical Skill:** Evidence and Interpretation | **Historical Skill:** Historical significance | **Historical Skill:** Cause and consequence | **Historical Skill:** Evidence and Interpretation | **Historical Skill:** Cause and consequence | **Historical Skill:**  Similarity and difference | **Historical Skill:** Historical significance | **Historical Skill:** Cause and consequence |
| **Substantive concepts build on:**  civilisation, trade and settlement | | | **Substantive concepts build on:**  civilisation, trade, settlement and empire | | | **Substantive concepts build on:**  civilisation, trade, settlement, empire, monarchy and rebellion | | | |
| **Cumulative Quiz:**  Q 1 - 3 | **Cumulative Quiz:**  Q 4 - 7 | **Cumulative Quiz:**  Q 8 - 10 | **Cumulative Quiz:**  Q 11 - 13 | **Cumulative Quiz:**  Q 14 - 16 | **Cumulative Quiz:**  Q 17 - 19 | **Cumulative Quiz:**  Q 20 - 22 | **Cumulative Quiz:**  Q 23 - 25 | **Cumulative Quiz:**  Q 26 - 28 | **Cumulative Quiz:**  Q 29 - 31 |

**Children could:**

* Reason about the reliability of sources presented to them.
* Compare sources and evaluate them, coming up with their own historical interpretation.
* Compare an Ancient Egyptian timeline to other ancient civilisations.
* Handle archaeological evidence and create historical interpretations, based upon the knowledge they have learned.
* Do a case study on Tutankhamun and find out about why he was a significant find.
* Find out about Akhenaten’s move to monotheism and how this impacted on Egyptian spirituality.

**Stretch and Challenge ideas across the unit.**

* The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
* The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
* There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.

**Assessment**