

History

Knowledge, Skills and Progression

LKS2

The Egyptians



Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Locate the Egyptians in time in relation to the Stone Age, Romans and Saxons and any significant events/people studied in KS1 eg Great Fire of London</p> <p>Locate the Egyptians in relation to the other great ancient civilisations</p> <p>Y4 – create a timeline of events/different Pharaohs within the time of Ancient Egyptian civilisation</p>	<p><i>Focus: sources as evidence; interpretations of evidence; perspective</i></p> <p>1. What can we quickly add to what we already know about Ancient Egypt?</p> <ul style="list-style-type: none"> Children know 2/4 iconic features of Ancient Egyptian civilization Identify features that would not have been present in Ancient Egypt from an anachronism picture. E.g. tractors, thermos flasks. More able can find between 5 and 8 such anachronisms and can suggest what the Ancient Egyptians had instead <p>2. How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <ul style="list-style-type: none"> * Pupils are able to locate the Nile valley on a world map & make deductions from map evidence. Pupils grasp importance of the Nile and significance of annual floods They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids) Pupils know that water was stored in canals and ditches They can explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge. <p>3. Q3 P1 & P2 The opening of Tutankhamun's tomb: So who did build the pyramids? Did the Prince of Egypt film get it right?</p> <ul style="list-style-type: none"> Pupils can list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs Pupils grasp that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. They grasp that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. Pupils can explain why pyramids were built They use a range of clues to come to an independent conclusion as to who built them <p>4. Embalming the dead in Ancient Egypt</p> <ul style="list-style-type: none"> Pupils can sequence the stages of mummification They grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas <p>Story-telling of opening of Tutankhamun's tomb in 1922 (drama - see KSH)</p> <p>Pupils can explain why pyramids were built.</p> <p>Y4 pupils use a range of clues to come to an independent conclusion as to who built them. (KSH)</p> <p>They use their understanding of technology to show how they were built; pulleys, rollers, forces. DT link</p>	<p>1. What can we quickly add to what we already know about Ancient Egypt?</p> <p><i>Rationale: this question underpins the children's understanding of who the Ancient Egyptians were for the topic.</i></p> <p>2. How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p><i>Rationale: An exciting and interactive lesson for children to explore for themselves, as expert archaeologists, what life was like for different people living in Ancient Egypt through a range of historical sources.</i></p> <p>3. Q3 P1 & P2 The opening of Tutankhamun's tomb: So who did build the pyramids? Did the Prince of Egypt film get it right?</p> <p><i>Rationale: Children are able to explore artefacts and evidence to problem-solve and analyse different historical sources to answer the above question, in an interactive and engaging way.</i></p> <p>4. Embalming the dead in Ancient Egypt</p> <p><i>Rationale: Children are able to complete the questions to investigate this question at home, in order to present their findings with the class to have a discussion.</i></p>	<p>Ancient civilisation</p> <p>Archaeologist, evidence, artefacts, excavated, Pharaohs, tombs, pyramids, Nile, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, sphinx, death mask</p>

	<p>Pupils make deductions from evidence. They know that people were buried with miniature items related to their life/job. They can match objects to likely owner. Learn about everyday life in Ancient Egypt.</p> <p>Y4 pupils annotate a picture of goods stolen from a tomb pointing out the evidence and explain how they drew their conclusion.</p> <p>Role play. Pupils become the figures in the Weighing of the Heart ceremony and use ‘From page to stage strategy’ to bring it to life</p> <p>Understand the importance of the afterlife to Egyptian belief and can explain the objects that help us to understand their ideas</p> <p>Annotate a scene from the Weighing of the Heart, one they had not seen before, to show that they can apply their knowledge.</p>		
	<p><u>Learning outcomes</u></p> <p><u>Key knowledge children will know at the end of this topic are:</u></p> <ul style="list-style-type: none">Children demonstrate understanding of life in Ancient Egypt for various peopleChildren can explain why Ancient Egyptian civilization seemed advanced.Explain why pyramids were built and use a range of historical sources to speculate and conclude as to who built them.Children can demonstrate understanding of how Tutankhamun’s tomb was opened through drama.Children can sequence the stages of mummification and synthesise historical sources to explain why the AE did this.	<p>Extending more able through challenges:</p> <ul style="list-style-type: none">Use evidence independently (wall paintings, objects from tombs as shown on websites etc) to reach conclusions about life in AEY4 use ratio/angles, triangles, nets and polyhedra to explain how we measure the dimensions of a pyramid <p>How those with SEND are Supported:</p> <ul style="list-style-type: none">Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peersCollaborative activities to support peer-learning and inclusionUse of visuals, film, drama to support contextual understandingStreamlined, differentiated and personalised task to ensure learning is focused on objective rather than task designTA support used to question and develop children’s conceptual understanding of concepts and encourage independenceUse of low threshold-high ceiling tasks to support inclusion	
	<p><u>Second Order Concepts (these underpin the study of history)</u></p> <ul style="list-style-type: none">Change - How life in Ancient Egypt changed over time and impacted the world in the future.Causation – what caused the Egyptians to build pyramids and leave treasures.Significance – Chn understand through evidence the importance of Ancient Egyptian life and how they treated their gods.Similarity & difference – compare life for men, women and children in Ancient Egypt and the 21st CenturyPerspective – analysing and critiquing historical sources.Chronology – timeline workEmpathy – to have empathy towards different classes of people during Ancient Egypt.		