

Curriculum Rationale	Curriculum Big Question: Who were the Ancient Egyptians and what were their major achievements?	Targeted phase: LKS2 (Year 4)
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	Curriculum Content	
What prior knowledge needs to be used?	Chronology	Communicating History
About the Unit	Pupils will begin the unit by exploring where the Ancient Egyptian era sat in relation to other major historical events. They will use timelines to help them develop a chronological knowledge of when the major events during this time period occurred.	
What knowledge and procedures need to be learnt by the end point? <i>By the end of the unit, the children will understand who the Ancient Egyptians were and what their major achievements were. They will have a good understanding of where this period sat in relation to other key historical events and will also examine what happened during this era. They will recognise why the River Nile was so crucial to the existence of the Egyptians and will examine the Egyptian hierarchy focusing on the role of the pharaoh. Next, they will explore what happened to the pharaohs when they died by explaining the mummification process. They will then move into understanding the major achievements of the Egyptians including their building and design work. Finally, they will conclude by developing a strong knowledge of the Egyptian Gods and Goddesses and why they were so important for the Egyptians.</i>	Investigating the past	Thinking like a historian
Why are these important? <i>It is important that the children are aware of this era so that they can begin to develop a critical yet factual view of the modern world as well as understanding how everything came to be. By exploring this unit, they will develop their understanding of how we developed inventions and due to this, they will begin to recognise when and where things originated. Through analysis of sources they will begin to develop their critical thinking skills which are important to help the child develop their own ability to make judgements about the reliability of evidence.</i>	Pupils will be presented with varying sources and will interpret these to gather more information. They will begin to critically evaluate the reliability of each source they encounter.	
Which threshold concepts need to be emphasised? <ul style="list-style-type: none"> ● Chronology ● Communicating history ● Investigating the past ● Thinking like a historian 	Wider Curriculum Links:	
How will you assess if the knowledge and procedures have been secured? <i>Assessment will take place through a quick recap each lesson (3 questions - 3 minutes). We will also assess their understanding of and use of historical techniques throughout the unit. Finally, we will conclude the unit with an extended writing assessment piece, short chronology test and a knowledge quiz which will link all aspects taught.</i>	Career: Archeologist, teacher, lecturer, historian.	PHSE: Children will be given the opportunity to ask questions and challenge their existing beliefs.
	British Values: Tolerance, liberty, respect, understanding, compassion.	Virtues: Liberty, friendship, friendliness, truthfulness.

<p>How will this create readiness for subsequent units?</p> <p><i>Through exploring this topic, the children will be better equipped to explore other major achievements of other eras and they will be more aware of when inventions occurred. They will also better understand hierarchy in different units.</i></p>		
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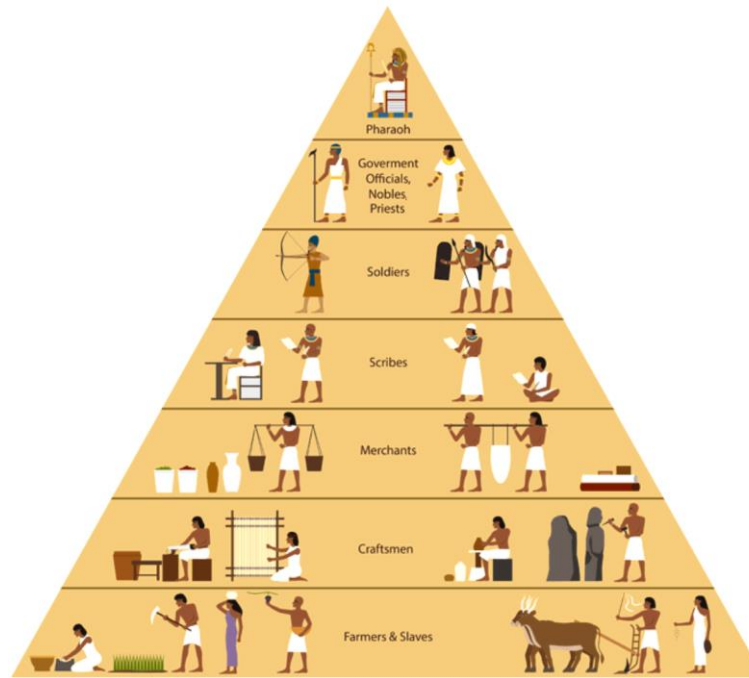
<p><u>Sequential components of learning</u></p>	<p>Who were the Ancient Egyptians and what were their lives like?</p>	<p>Why was the River Nile so crucial to the existence of the Egyptians?</p>	<p>Who were the pharaohs and why were they so important?</p>	<p>What happened to the pharaohs when they died?</p>	<p>Who were the important Egyptian Gods and Goddesses?</p>	<p>What were the major achievements of the Ancient Egyptians and why were they so important?</p>	<p>Assessment task: Who were the Ancient Egyptians and what were their major achievements?</p>
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
<p>Who were the Ancient Egyptians and what were their lives like?</p> <p>(Chronology and life as an Egyptian).</p>	<p>Big Q: Who were the Ancient Egyptians and what were their lives like?</p> <ul style="list-style-type: none"> - Chronology - examine where the Ancient Egyptians sat in terms of the wider historical timeline and begin to explore when major events occurred. - Investigating the past - source analysis and enquiry - Thinking like a historian - evaluate how this era began beginning to develop an understanding of how this fits within the wider historical timeline. <p>Key Themes:</p> <ul style="list-style-type: none"> • Society: The chn will explore how society was during this era. They will recognise the importance of wealth and how this impacted upon what 	<p>Begin the lesson by introducing the big question of the unit <i>‘who were the Ancient Egyptians and what were their major achievements?’</i> and invite the children to share what they already know about this topic using the circle map below (this could be done as a class or individually).</p> <div data-bbox="1064 928 1444 1348" data-label="Diagram"> </div> <p>Next, pose the following questions <i>‘What does ancient mean?’ ‘What does civilisation mean?’</i> The children will discuss and could use a dictionary (iPad if no physical dictionaries available) to find the definition of each term and record this definition into their books or this could just be a discussion point.</p>	<ul style="list-style-type: none"> - Slides document - Chronology timeline - Sources to analyse - Video to watch (BBC: https://www.bbc.co.uk/programmes/p02mrbtv) - Next steps on stickers.

	<p>daily life was like.</p> <ul style="list-style-type: none"> ● Ideas: The chn will explore the Egyptian ideas about acceptable living. They will analyse the difference in ideas about life for the wealthy and poor. ● Settlement: The chn will explore where the Egyptian era settled and look at the different types of settlements depending upon wealth. ● Power: The chn will explore how power and wealth influenced your daily life. 	<p>The tch will then draw the chn’s attention towards the timeline. They will discuss the previous topics which have already been taught and will begin to think about where the Egyptians would sit. The chn could be provided with the timeline and asked to plot the different historical eras onto it. Discuss what came before/after the Egyptian era and why this is significant. Invite the chn to ask questions and discuss.</p> <p>Next, introduce the Egyptians by watching the following video: https://www.bbc.co.uk/programmes/p02mrbtv . Invite the chn to discuss what is different to modern day and their ideas as to why.</p> <p>Explain that daily life for the Egyptians was very different to modern day. Use the slides to examine how it was so different.</p> <p>Introduce the sources that the chn are going to interpret to gather more information about daily life in the Egyptian era (on the slides document). Model how to analyse the sources and pick out what we can learn from them and then model expectations for setting this out in books.</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> ● The chn could analyse the sources and label them with the information that they learn from each source. To extend their understanding (when ready) they could be given a BOLT/next step which asks them to consider what information is factual/ what is based on our interpretations. ● The chn could create a non-chronological report based around what life was like during the Egyptian era. They could then be given a next step to describe the similarities/differences to modern life in Egypt. ● Comparison of life for the wealthy/poor. 	
<p>Why was the River Nile so crucial to the existence of the Egyptians?</p> <p>(The significance of the River Nile for the Egyptians).</p>	<p>Big Q: Why was the River Nile so crucial to the existence of the Egyptians?</p> <ul style="list-style-type: none"> - Chronology - examine the routes of the River Nile and significant events which have occurred surrounding this river. Look at where they sit on the wider historical timeline. - Investigating the past - source analysis and enquiry. - Thinking like a historian - evaluate 	<p>Begin the lesson by introducing the new big question for this lesson ‘<i>Why was the River Nile so crucial to the existence of the Egyptians</i>’. Explore any new vocabulary in the question e.g. crucial, existence etc. Discuss the new question.</p> <p>Next, revisit the previous lesson’s work by exploring the 3 questions, 3 minutes questions. Revisit any key vocabulary needed for this lesson. Ensure that whilst teaching understanding of tier 2 and 3 vocabulary remains a focus.</p> <p>Explain to the children that today we are going to explore one of the most critical aspects for survival for the Ancient Egyptians specifically focusing on why they had to depend on the river so much.</p>	<ul style="list-style-type: none"> - Slides - iPads - Images for fact file.

	<p>the significance of this river on Egyptian life beginning to analyse how different life would have been for the Egyptians without it.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> ● Settlement: The chn will examine why the Egyptian era chose to settle near the River Nile. ● Empire: The chn will explore how the empire centered around the River Nile. 	<p>Invite the children to use their iPads (use IWB if no iPads available) to find and locate the River Nile. From looking at photographs on Google images, ask the children to describe what the River Nile is like, where it is, and what they notice about the river now.</p> <p>The teacher will then work through the slides and will model how to analyse the sources on the slides to learn more about the River Nile. Explain to the children that we are going to focus on the following areas: facts about the Nile, what the Nile provides, how it helps crops to grow, transportation and trade, building and papyrus, Why was the River so crucial to everyday life?. Work through the slides discussing (one at a time) and then allow the children time to explain (in their own words) information for each section. You may choose to allow the children to research each section using iPads if available.</p> <p>The children will then be asked to write a short paragraph to describe each of the sections in red.. The teacher will model writing in paragraphs of a similar theme using the above themes in red to scaffold this.</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> - The chn create a fact file about the River Nile. - The chn create an information leaflet about why the River Nile was so significant. - Create a non-chronological report using each subheading as a focus. 	
<p>Who were the pharaohs and why were they so important?</p>	<p>Big Q: Who were the pharaohs and why were they so important?</p> <ul style="list-style-type: none"> - Chronology - examine who the main pharaohs were and when they existed. The chn will also explore key events that occurred during their life. - Investigating the past - source analysis and enquiry. - Thinking like a historian - evaluate the significance of this river on Egyptian life beginning to analyse how different life would have been for the Egyptians without it. <p>Key Themes:</p>	<p>Begin the lesson by introducing the big question for the lesson: <i>Who were the pharaohs and why were they so important?</i> Discuss unknown vocabulary.</p> <p>Next, revisit the previous lesson’s work by using the 3 questions 3 minutes questions.</p> <p>At this stage, explain that today we are going to be exploring the role of the pharaoh but that in order to understand this, we first need to explore the Egyptian hierarchy.</p> <p>You may choose to ask the chn to stick in a copy of this in their books so that they can use it as a prompt when completing their work.</p>	<ul style="list-style-type: none"> - Slides - iPads (if iMovie is chosen) - Hierarchy pyramid - Image of Tutankhamun.

- **Power:** The chn will explore the power the Egyptian pharaohs had over the general population.
- **Empire:** The chn will explore the role the pharaoh had within the empire and how important they were to its survival.
- **Conflict:** The chn will be exposed to some of the conflict that occurred under the rule of some pharaohs.



Spend time reviewing each section of the Egyptian hierarchy pyramid and discussing the roles of each segment.

Now, using the slides, explore the role of the pharaoh and why they were so significant. Introduce some of the key pharaohs during this era (and their dates so that the chn can develop their chronological awareness) and invite the chn to name any that they may know.

Introduce Tutankhamun using the slides and discuss key facts about him.

Suggested activities:

- The chn could create a fact file all about Tutankhamun using sources to gather information about him.
- The chn may create a list of questions which they would like to ask Tutankhamun and use a hot seat type activity to answer some of these.
- The chn may create an iMovie all about Tutankhamun and his life. To help with this, you may invite the chn to research him as part of their homework so that they are knowledgeable before this lesson.
- The chn may write a diary entry about the discovery of Tutankhamun's tomb.

<p>What happened to the pharaohs when they died?</p>	<p>Big Q: What happened to the pharaohs when they died?</p> <ul style="list-style-type: none"> - Chronology - examine the key events which occurred after death and be able to place these in chronological order. - Investigating the past - source analysis and enquiry. - Thinking like a historian - evaluate the significance of this river on Egyptian life beginning to analyse how different life would have been for the Egyptians without it. <p>Key Themes:</p> <ul style="list-style-type: none"> ● Power: The chn will explore the power the Egyptian pharaohs had over the general population. ● Empire: The chn will explore the role the pharaoh had within the empire and how important they were to its survival. ● Beliefs: The chn will explore the Egyptians beliefs about life after death and why the mummification process fed into this. 	<p>Begin the lesson by introducing the new big question: <i>What happened to the pharaohs when they died?</i> Discuss any new vocabulary which they chn need to understand to be able to access the lesson.</p> <p>Next, revisit the previous lesson's work by using the 3 questions, 3 minutes questions.</p> <p>After that, explain that today we are going to be exploring the process of mummification. Invite the chn to discuss what this means and where they may have heard of this before (activate prior knowledge).</p> <p>Using the slides, explain that the Egyptians believed in life after death and also believed that they had to preserve their bodies so that they could use them in the afterlife. They used a process called mummification to do this. Work through the slides exploring the reasons behind the process.</p> <p>Next, introduce the mummification process (if you choose suggested activity one use the fake sky news slides to help you).</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - You choose to set up a 'fake crime scene' activity where you pretend that the Egyptian scrolls for mummification have been hijacked and that the chn need to review the different sources of evidence to learn about each step of the mummification process. If you choose to do this, the chn could each create an explanation of the step that they are working on and you could create a class book about the mummification process. - The chn could create a set of instructions as if they were an Egyptian mummification expert. - The chn may choose to act out each stage of the mummification process using fruit to mummify. 	<ul style="list-style-type: none"> - Slides - Images for each stage - Sources of evidence
<p>Who were the important Egyptian Gods and Goddesses?</p>	<p>Big Q: Who were the important Egyptian Gods and Goddesses?</p> <ul style="list-style-type: none"> - Chronology - examine the Egyptian beliefs about when each God was created and from who. - Investigating the past - source analysis and enquiry. - Thinking like a historian - evaluate the significance of the Gods and 	<p>Begin by introducing the new big question for the lesson: <i>Who were the important Egyptian Gods and Goddesses?</i> Reinroduce any new or necessary vocabulary so that they children have a solid understanding of this before beginning the lesson.</p> <p>Next, revisit the previous lesson's work by using the 3 questions 3 minutes questions. Discuss.</p> <p>Explain that today, we are going to be exploring the important Egyptian Gods and Goddesses. For the Egyptians, belief in the Gods and Goddesses was crucial and this followed on well from the afterlife.</p> <p>Work through the attached slides and discuss each God/Goddess.</p>	<ul style="list-style-type: none"> - Slides - Photographs of each god/goddess - Word banks - iPads (if you choose to invite the chn to research a god/goddess)

	<p>Goddess to the Egyptians.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> ● Beliefs: The chn will explore the Egyptian beliefs about the afterlife and the role the Gods and Goddesses played. 	<p>Invite the chn to discuss why each God/ Goddess was so significant to the Egyptians.</p> <p>Be sure to stress to the chn the impotence of how each of the Gods/ Goddesses are linked and their respective roles. Each God or Goddess had a particular role so make sure that these are stressed to the children.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Children could be provided with an image of each God/Goddess and could describe each one. To assist with this, you may need to provide word banks etc. - The chn could research a chosen God / Goddess and create a fact file about them. 	
<p>What were the major achievements of the Ancient Egyptians and why were they so important?</p>	<p>Big Q: What were the major achievements of the Ancient Egyptians and why were they so important?</p> <ul style="list-style-type: none"> - Chronology - examine when the key major achievements occurred including when different things were invented/created. - Investigating the past - source analysis and enquiry. - Thinking like a historian - evaluate why these achievements were considered ‘major achievements’ and which may have been the most important. <p>Key Themes:</p> <ul style="list-style-type: none"> ● Ideas: The chn will explore the new inventions that the Egyptians created and where these ideas came from. ● Beliefs: The chn will explore the Egyptian beliefs about their achievements. ● Empire: The chn will analyse how 	<p>Begin by introducing the new big question for the lesson: <i>What were the major achievements of the Ancient Egyptians and why were they so important?</i> Discuss any new or important vocabulary for the lesson and ensure the chn have a strong understanding of this before moving on.</p> <p>Once secure, use the 3 questions, 3 minutes questions as an opportunity to recap the previous lesson’s learning. Discuss and revisit where required.</p> <p>Explain that today we are going to conclude this unit by exploring the key major achievements of the Egyptian era. Explain to the chn that we will only focus on some of the key ones so invite them to research other ones if they so wish within homework time.</p> <p>Using the slides, display the key achievements that we are focusing on and talk through the reasons why they are the major achievements:</p> <ul style="list-style-type: none"> ● Papyrus ● Building ● Egyptian maths ● Hieroglyphs ● Time keeping and shadow clocks ● The Egyptian calendar. <p>You may choose to invite the children to pick the one that they think is the most important achievement and to come up with three reasons as to why this is the case.</p> <p>You may then invite the class to hold a debate gathering arguments for and against and arguing their point.</p>	<ul style="list-style-type: none"> - iPads (for research) - Images of each achievement - slides

	<p>their inventions helped to preserve their empire.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> - Class debate as to which achievement was the most important and why. If you choose to do this, you may choose to use SeeSaw to evidence the lesson by uploading videos and photographs and inserting a QR code into your books. - The chn could choose an achievement and research it, creating a fact file all about this achievement. - Information leaflet/non-chronological report about each feature. - A written answer to ‘which Egyptian achievement was the most important? Why?’ 	
<p>Assessment task:</p> <p>Who were the Ancient Egyptians and what were their major achievements?</p>	<p>Big Q: Who were the Ancient Egyptians and what were their major achievements?</p> <ul style="list-style-type: none"> - Chronology - examine the key events which occurred after death and be able to place these in chronological order. - Investigating the past - source analysis and enquiry. - Thinking like a historian - evaluate the significance of this river on Egyptian life beginning to analyse how different life would have been for the Egyptians without it. <p>Key Themes:</p> <ul style="list-style-type: none"> ● Society: The chn will describe the society the Egyptians lived in making reference to the hierarchy and what daily life was like depending upon your status. ● Ideas: The chn will recap the Egyptian ideas about different concepts. ● Settlement: The chn will describe where the Egyptians choose to settle and why (River Nile) and the 	<p>Begin by reintroducing the overarching big question: <i>Who were the ancient Egyptians and what were their major achievements?</i> Discuss the main (new) vocabulary that the chn have been introduced to within this unit (use the learn it, link it to help you). Ensure the chn have a solid understanding of what each term means and the context in which it was introduced. You may choose to have a little vocabulary quiz to begin your assessment lesson.</p> <p>Next, explain to the children that we are going to begin our unit by completing a knowledge quiz based on the information we have covered. You may choose to complete this using the Google forms document, or you may print it and stick it into books. The chn will also complete the chronology test where they will be given a completed timeline and asked to insert the Egyptian era where it best fits.</p> <p>Next, explain to the children that we are going to complete an extended piece of writing to summarise our learning in the topic, this will be based on the big question.</p> <p>They will have to include the following topics within their response:</p> <ul style="list-style-type: none"> ● Who the Ancient Egyptians were. ● Why the River Nile was so important to them. ● Who the pharaohs were. ● What happened to the pharaohs when they died. ● What their beliefs were about gods/ goddesses and who the important ones were. ● Their major achievements. <p>To help the children to achieve this, the tch will now model how to begin writing their response.</p> <p>You may choose to provide the students with success criteria and word</p>	<ul style="list-style-type: none"> - Slides - Knowledge quiz - Chronology quiz - Success criteria - Word banks - Images (if chosen).

	<p>significance of this.</p> <ul style="list-style-type: none">● Power: The chn will explore the power the empire had particularly focusing on the power of the pharaoh.● Empire: The chn will describe the Egyptian empire and the key reasons for its success.● Beliefs: The chn will explain the Egyptian beliefs about the afterlife, Gods/Goddesses and mummification.	<p>banks where required.</p> <p>Suggested activities:</p> <ul style="list-style-type: none">- The chn will write an essay style answer to the big question.- The chn will create an iMovie about the unit.	
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