

## Cycle B

## Summer Term

## Land of the Pharaohs

## National Curriculum

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.

**When and where did the earliest civilisations begin and what did they have in common? What did the Ancient Egyptians achieve and what did it enable them to accomplish?**






## KEY LEARNING –

Children will know when and where the first civilisations appeared, including, the Indus Valley, Ancient Sumer, and the Shang Dynasty. They will know how and where Ancient Egyptians lived. They will locate the Nile valley on a world map, and they will understand the importance of the annual flooding of the River Nile. They will list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs and know that this evidence helps us to understand how the Ancient Egyptians lived. They will know what every day life was like for men, women and children and look at similarities and differences. They will know that their society is a very hierarchical society. They will know that most men were farmers and most women spent time baking bread, collecting water etc. They will know why the pyramids were built and who built them. They will know what the Ancient Egyptians believed about the afterlife and understand how we know what they believed by looking at historical sources. They will know some pharaohs, including Tutankhamun and know how evidence has helped us to understand more about his life. They will know what Ancient Egypt had in common with other civilisations from that time.

KS1 – that sometimes in history, there is a difference between the rich and poor.

LKS2 – Cycle A – Roman – their achievements and legacy in Britain. Greeks – what life was like in Ancient Greece, their beliefs and their influence of the world.

## Substantive Concepts

				
<b>Conflict, invasion, and settlement</b>	<b>Society (social structure, civilisation, politics, role in the empire)</b>	<b>Culture (entertainment, religion, beliefs)</b>	<b>Trade</b>	<b>Achievements and legacy</b>
	Know that Ancient Egyptian's society was a hierarchical society. Understand that a pharaoh was at the top of this hierarchy and peasants and slaves were at the bottom.	Know there were cultural differences between men and women. Know what the Ancient Egyptians had in common with other civilisations from that time. Know the beliefs of Ancient Egyptians.		Know that the Ancient Egyptians greatest achievements, e.g., pyramids, hieroglyphic writing, mummification.
	Previous learning – KS1 – Local Heroes – people hold different views about rich and poor people. LKS2 – Romans – Cycle A – the Romans had someone at the top of their hierarchy: an emperor.	Previous learning – LKS2 – Ancient Greece – Cycle A – know what life was like in Ancient Greece. Look at evidence on pottery. A growth in new ideas after the Battle of Marathon. Ancient Greek beliefs.		Previous learning – LKS2 – Cycle A – achievements of the Romans and the Greeks. Romans' legacy in Britain, Greeks influence on the world.

## Chronological Understanding

- Understand that history is divided into periods of history eg. **ancient times**, Middle Ages and modern.
- Understand more complex terms (e.g. **BC/AD**, decade, century)
- Place events from periods studied on timeline
- Use dates and terms related to the unit and passing of time, eg. millennium, continuity, and **ancient**.
- Begin to develop a chronologically secure knowledge of local, British and **world history** across periods studied.
- Notice connections over a period of time.
- Make a simple individual timeline.

## Disciplinary Skills

**Change and continuity**

- **Compare different periods of history.** – know what Ancient Egypt had in common with other civilisations from that time.
- **Identify the links between different societies.** – know what Ancient Egypt had in common with other civilisations from that time.

**Similarity and difference**

- **Identify similarities and differences between periods of history** – know what Ancient Egypt had in common with other civilisations from that time.
- **Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.** – Cultural differences between men and women in Ancient Egypt. Difference in hierarchical society – pharaohs compared to slaves.

**Cause and consequence****Historical significance**

- **Recall some important people and events.** – Tutankhamun.

**Historical interpretation**

- **Identify the differences between different sources and giving reasons for the ways in which the past is represented.** - know why the pyramids were built and who built them.
- **Explore different representations from the period e.g., archaeological evidence, museum evidence, cartoons and books.**
- **Begin to evaluate the usefulness of different sources. Understanding that sources can contradict each other.** - know why the pyramids were built and who built them.
- **Look at a range of historical sources.** - list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs and know that this evidence helps us to understand how the Ancient Egyptians lived. Know some pharaohs, including Tutankhamun and know how evidence has helped us to understand more about his life.

**Historical enquiry**

- **Understand how historical enquiry questions are structured.**

## Y3/4

- Create historically-valid questions across a range of time periods, cultures and groups of people.
- Ask questions about the main features of everyday life in periods studied, e.g. how did people live.
- Use a range of sources to find out about a period.
- Observe the small details when using artefacts and pictures.
- Use evidence to build up a picture of a past event.
- Begin to recognise primary and secondary sources.

*How do we know what life was like 5,000 years ago? Who built the pyramids? What does evidence tell us about the everyday life for men, women, and children? What did the Ancient Egyptians believe about the afterlife? What did the Ancient Egypt have in common with other civilisations at the time?*

### Organisation and communication

- Communicate knowledge and understanding through discussion, debates, drama, art and writing.
- Construct answers using evidence to substantiate findings.
- Create a structured response or narrative to answer a historical enquiry.
- Describe past events orally or in writing, recognising similarities and differences with today.

### Vocabulary

Civilisation, archaeologist, hieroglyphics, River Nile, mummy, mummification, sphinx, pharaoh, papyrus, sarcophagus, canopic jars, amulet, Rosetta Stone, tombs, pyramid, scribe, scarab.