



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Scheme of Learning for History



**Sheep Dip Lane
Academy**



Phase	LKS2 Year 3 and 3/4
Strand	Power, Leadership and Invasion
Leader	F Parish Principal/History

Programme of Study



Sheep Dip Lane
Academy

KS2 Cycle A

Year 3 and 4

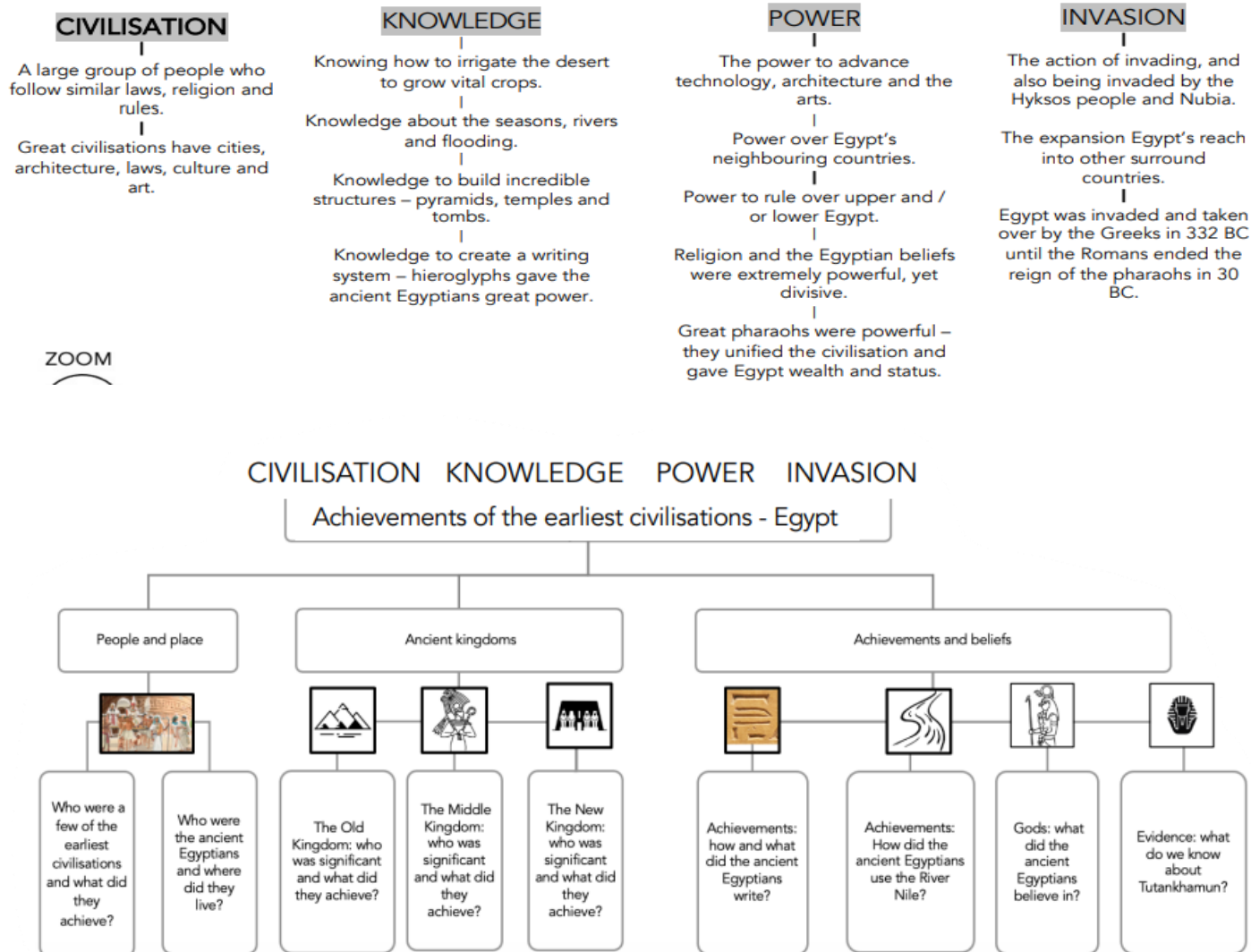
Who were the Ancient Egyptians
and what did they leave behind?

HISTORY

Main Strand/Concepts	<p>Power/Leadership and Invasion - (country, invasion/defence, empire, monarchy, peasantry, tyranny)</p> <p>Children will: be introduced to the leadership of some of the most significant Pharaohs as the rulers of Ancient Egypt. How ancient Egyptian people believed Pharaohs were divine; gods on earth. This belief in the pharaoh as a living god made them extremely powerful. How some of the achievements of Pharaohs are still around today.</p> <p>How the Ancient Egyptians built such an empire and strong social/economic infrastructure.</p>
Links to Prior Learning	<p>In Year 3, 3/4 pupils will recall aspects they have been taught in Y2:</p> <p>Recall key monarchs of England.</p> <p>The invasion in 1066 and fight for power and the crown.</p> <p>The power and changes brought by the Normans in Britain and the castles to defend lands claimed and symbolise power.</p>
Main enquiry question/s	<p>Who were the Ancient Egyptians and what did they leave behind?</p>
Programme of Study NC Requirements	<p>National Curriculum</p> <p><i>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.</i></p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <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 Egypt



Disciplinary Knowledge
Big Ideas/Concepts



Learning Objective

Pre-Learning Expectations

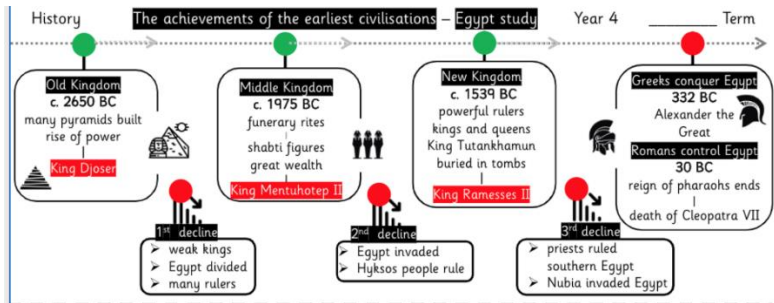
Enquiry question: Which civilizations from 3000 years ago were considered advanced?

1st Concept
Who were the Ancient Egyptians?

Children to recap on KS1 knowledge on the continents and oceans.

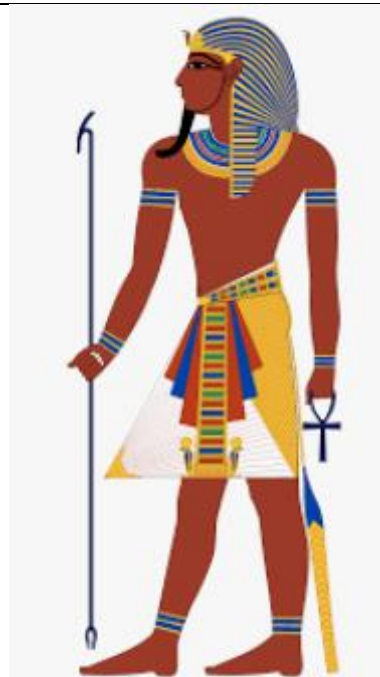
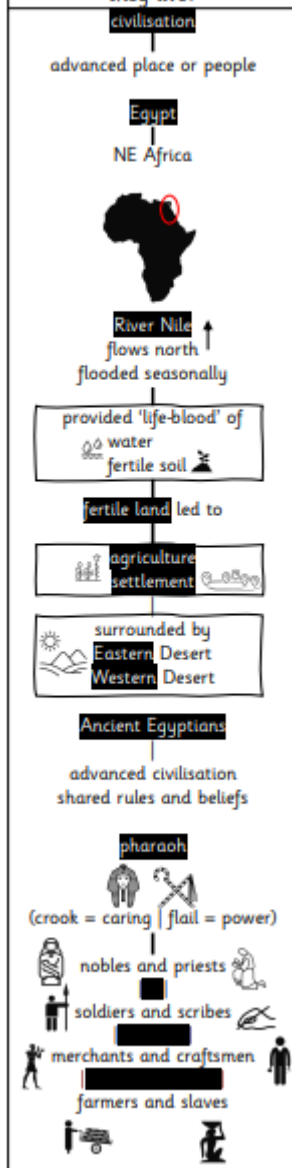
Locate Egypt in the continent of Africa.

BC Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history is was. AD Anno Domini - "in the year of our Lord". AD is used to show dates after the birth of Jesus

Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
<p>Pharaohs Civilisation Society Hieroglyphics Myths Past Ancient Africa River Nile</p>	<p>-Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>-The ancient Egyptians settled in north east Africa in 3100BC.</p> <p>-Their civilisation spanned 3,070 years until the death of Cleopatra VII in 30 BC, when they were conquered by the Romans.</p> <p>- Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations</p> <p>Additional knowledge linked to key vocabulary:</p> <ul style="list-style-type: none"> • Pharaohs: A ruler in Ancient Egypt. • Civilisation: the society, culture and way of life of a particular area. • Hieroglyphics: Egyptian system of writing, comprised of symbols. • Myths: a traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events.  <p>Knowledge notes</p>	<p>Connect – ‘Flick back 5’ on what the children remember about Egypt from Geography Lesson 1, e.g. Where is Egypt? What are settlements?</p> <p>Explain – History KS2: Introducing Ancient Egypt - BBC Teach</p> <p>Ancient civilisation chronology slides</p> <p>Slides on Ancient Egyptian hierarchy breaking down Pharaohs to slaves.</p> <p>Example – ‘Concurrent’ timeline (visit hall to consolidate this), Ancient Egypt timeline broken into key eras.</p> <p>https://australian.museum/learn/cultures/international-collection/ancient-egyptian/ancient-egyptian-timeline/</p> <p>Attempt – Children to be given a dissected timeline that they must piece together and reorder chronologically, working in collaboration with their peers.</p> <p>Apply - Draw a timeline that will be added to as the chn learn about Ancient Egyptian history. This timeline should begin at around 3100 BCE and end at around 30 CE.</p> <p>Challenge – begin giving children words and building a glossary that will be added to as the sequence continues</p> <p>Lesson 2</p>



2. Who were the ancient Egyptians and where did they live?



Connect – What do we know about Pharaohs? Discuss with partners.

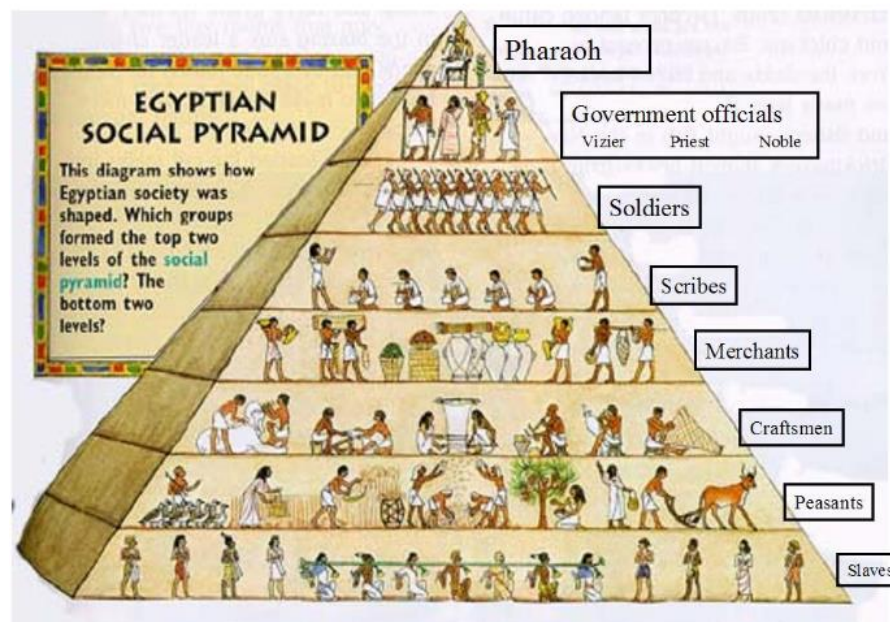


9. The Middle Kingdom started when...

- (A) great tombs were dug into rock and Ramesses II was king.
- (B) King Mentuhotep II took control of Upper and Lower Egypt.
- (C) simple and then more complex pyramids were built, such as the Great Pyramids of Giza.
- (D) I'm not sure.

10. Name two pharaohs from the Middle Kingdom.

- (A) King Ramesses II.
- (B) King Mentuhotep II.
- (C) King Djoser.
- (D) King Tutankhamun.
- (E) Queen Sobeknefru
- (F) King Snefru.



Explain – children to be taught about the key roles in Ancient Egyptian society; pharaohs, viziers, nobles, priests, soldiers, scribes, craftsmen, farmers and slaves.

Example –

Attempt - 'Diamond 9' children to predict which people they think the social hierarchy of Ancient Egyptians would have been.

Apply - Chn to draw an Ancient Egyptian 'social pyramid' and annotate it to summarise what each role entails and why they were respected/not.

Challenge –Chn to be given scenarios/roles of 2 different people within the social pyramid, children to justify who would they save and why?



6. The Old Kingdom was when...
- (A) great tombs were dug into rock and Ramesses II was king.
 - (B) the pharaoh Mentuhotep II took control of upper and lower Egypt.
 - (C) simple and then more complex pyramids were built, such as the Great Pyramids of Giza.
 - (D) I'm not sure.

7. Name two pharaohs from the Old Kingdom.

- (A) King Ramesses II.
- (B) King Mentuhotep II.
- (C) King Djoser.
- (D) King Tutankhamun.
- (E) Queen Hatshepsut.
- (F) King Snefru.



12. The New Kingdom was when...

- (A) great tombs were dug into rock and Ramesses II was king.
- (B) the pharaoh Mentuhotep II took control of upper and lower Egypt.
- (C) simple and then more complex pyramids were built, such as the Great Pyramids of Giza.
- (D) I'm not sure.



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13. Name THREE pharaohs from the New Kingdom.

- (A) King Ramesses II.
- (B) King Mentuhotep II.
- (C) King Djoser.
- (D) King Tutankhamun.
- (E) Queen Hatshepsut.
- (F) King Snefru.



Assessment questions

- Who were the Ancient Egyptians?
- Where did they live?
- When was the Ancient Egyptian period in history?
- How do you think we know about this period in time?

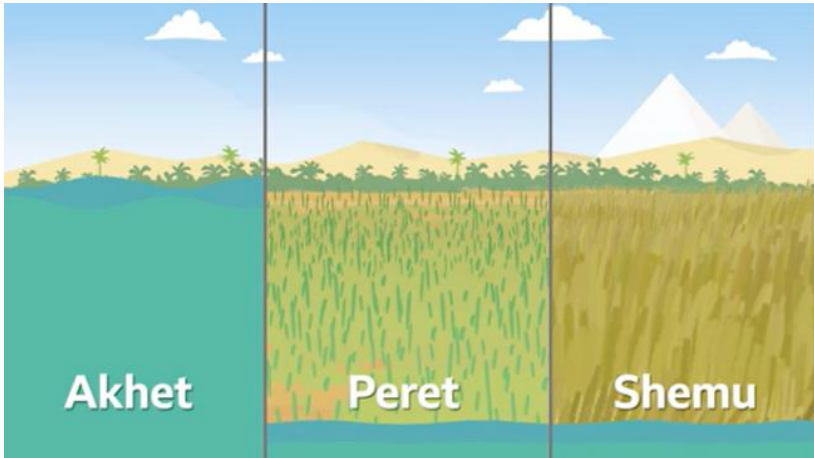
Resources

World map, atlases, digital media.

Facts about Egypt:

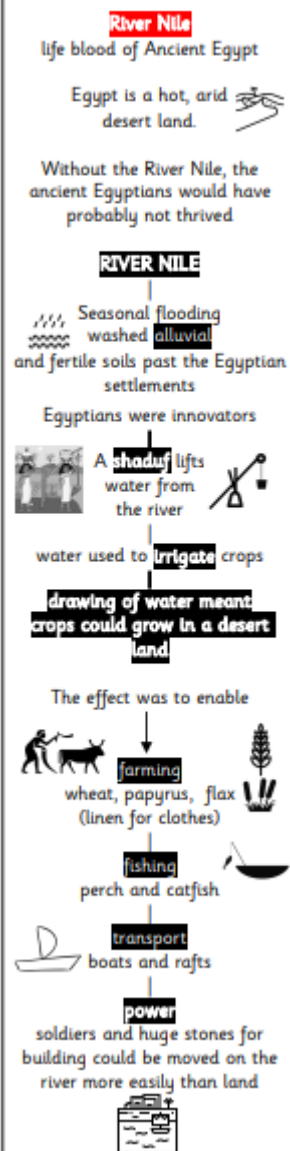
<https://www.kids-world-travel-guide.com/egypt-facts.html>

Video clip

	History KS2: Introducing Ancient Egypt - BBC Teach	
Learning Objective	Enquiry question: Where is the River Nile and why was it so important to Ancient Egyptians? Pre-Learning Expectations	
2 nd Concept Why was the River Nile so important to the Ancient Egyptians?	Recall where Egypt is and key facts pupils researched e.g. hot country, arid. Recap on the time period for the Ancient Egyptians. Recall what was happening in Britain that we know about during this period in the past. Know that living things, including plants, consume nutrients (retrieval from science curriculum)	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
River Nile Mediterranean Sea African countries: Egypt, Sudan, Ethiopia, Uganda and Burundi Regions Upper Egypt Lower Egypt Riverbank flood silt – Black lands fertile Akhet Peret Shemu overflow canals Shaduf farming agriculture irrigation	<p> -Know that the earliest civilisations, including Ancient Egypt, were formed on the floodplains beside rivers because settled people needed a supply of water and good soil for growing crops. -When rivers flood they deposit soil with lots of nutrients beside the river, making this a place where crops grow well, agriculture can thrive and livestock can be kept -The River Nile is the longest river in the world. It is over 4,100 miles long. It flows north through Egypt and into the Mediterranean Sea. -Know that during the time of ancient Egypt, the Nile flooded every year. -Know that irrigation is the control of water supplies – watering dry land by a series of canals, streams and pipelines. It is very important to agriculture. </p> <p> Additional knowledge: The annual flood and the fertile soil meant that crop growth along the banks of the River Nile was rife. The three most important crops were papyrus, flax and wheat. Papyrus was a plant that grew along the shores of the Nile. The Ancient Egyptians found many uses for this plant including paper, baskets, rope, and sandals. Wheat was the main staple food of the Egyptians. They used it to make bread. They also sold a lot of their wheat throughout the Middle East. Flax seeds were used to make linen cloth for clothing. This was the main type of cloth used by the Egyptians. </p> <p>Knowledge note to be adapted</p>	<p>Connect – During this period, why would farming be difficult? Discussion.</p> <p>Explain – Discuss the River Nile and the flooding. Akhet, Peret and Shemu - 3 periods of time, farming with links to why these periods came about.</p> <p>Text on Ancient Egyptian Trade</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zfhbbqt</p>  <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmjsg</p>



7. How did the ancient Egyptians use the River Nile?



Example – Show the children an image/example of why the Nile was so important to Ancient Egyptian life.

Attempt – Verbally rehearse with a partner the answer to the sentence stem below. Why was the Nile so important to the Ancient Egyptians? What did it allow them to do? What would their lives have been like without it?

Apply – Children will be given the sentence stem: *Without the Nile, the Ancient Egyptians' lives would have been different because...*

Some children will need to produce a mind map to highlight the key reasons why the Nile was important.

For others, this can be scaffolded if needed using the model in the slides:

Use what you've learned to finish this sentence:

Without the Nile, the Ancient Egyptians' lives would have been different because...

Part 1
Would it have been better or worse?

Part 2
Use what you've learned to explain.



It would have been worse because the Egyptians relied on farming on the Nile.



They would not have produced enough food because the Nile floods brought the fertile silt.

The class will then produce a reasoned justification as to why the Nile is important.

Challenge – Children will write a letter to a family member or friend to tell them about the discovery of the Nile encouraging them to come and live nearby.



		 
Assessment questions	<p>Where is Egypt located?</p> <p>What is the difference between a country and a continent?</p> <p>Why was the River Nile important for the Ancient Egyptians?</p>	<p>Resources</p> <p>BBC teach: Introducing Ancient Egypt History - Lost Lands - YouTube</p> <p>BBC video https://www.bbc.co.uk/bitesize/clips/z3rwmp3 https://www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml</p>
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:		
<p>3rd Concept</p> <p>How did trade secure the empire and civilisation?</p>	<p>Recap on the civilisation being learnt and what civilisation means.</p> <p>Recall where Ancient Egyptian settlement was.</p> <p>Recall the name of the main river and why it was so important to the people in those times and still is today. Recall the length of the Nile in miles.</p> <p>Recap on how often the Nile flooded.</p> <p>Know that the River Nile was also used as a means of transporting people and goods.</p>	

Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Trade Merchants Ships Mediterranean Aegean Red Sea Deben Commerce Import export	<p> -Know that trade was important to all of the ancient civilisations. -To strengthen their civilisation Ancient Egyptians forged trade links with other countries across the Mediterranean, Red and Aegean seas, goods were shipped in from ports and in along the River Nile. - ancient Egyptians were skilled traders, among their exports were gold, papyrus, linen, and grain for cedar wood, ebony, copper, iron, ivory, and lapis lazuli (a lovely blue gem stone). </p> <p> Additional knowledge: Merchants were responsible for the shipment of exports and the retrieval of imports from foreign trade partners. In the ancient world, merchants were held in very high esteem. Once goods were unloaded from the ships on the River Nile, they were hauled to various merchants by camel, cart, and on foot. Like modern trade, the ancient Egyptians had fixed prices for the goods they were selling. The cost of things were measured by a deben. A deben was a piece of copper that weighed about 90 grams. </p> <div data-bbox="1025 799 1182 943" data-label="Image"> </div> <p data-bbox="1025 948 1182 963">An ancient Egyptian weight of 1 deben</p>	<p>Connect – Quiz - Nile How often and when did the River Nile flood?</p> <div data-bbox="1265 316 2027 997" data-label="Complex-Block"> <h3 style="text-align: center;">THE IMPORTANCE OF TRADE</h3> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>PART 1: QUIZ</p> </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>1. How often did the River Nile flood?</p> <div style="display: flex; flex-direction: column;"> <div><input type="checkbox"/> Every other Summer</div> <div><input type="checkbox"/> Every Spring</div> <div><input type="checkbox"/> Annually in March</div> <div><input type="checkbox"/> Annually each Summer</div> </div> </div> <div style="width: 48%;"> <p>2. How long is the River Nile in miles?</p> <div style="display: flex; flex-direction: column;"> <div><input type="checkbox"/> 5,000 miles</div> <div><input type="checkbox"/> 4,500 miles</div> <div><input type="checkbox"/> 4,100 miles</div> <div><input type="checkbox"/> 4,700 miles</div> </div> </div> </div> <p>3) Complete the following diagram to show which three main crops were harvested along the banks of the River Nile and what they were used for. Some are completed for you.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 30px;"></div> <div style="font-size: 2em; color: teal;">➔</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 30px;"></div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 30px;"></div> <div style="font-size: 2em; color: teal;">➔</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 30px;">LINEN WHICH WAS USED FOR CLOTHING</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 30px;">WHEAT</div> <div style="font-size: 2em; color: teal;">➔</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 30px;"></div> </div> </div>



Trade took place over land and water using the Nile allowing the Egyptians to bring in resources which they could not produce themselves.

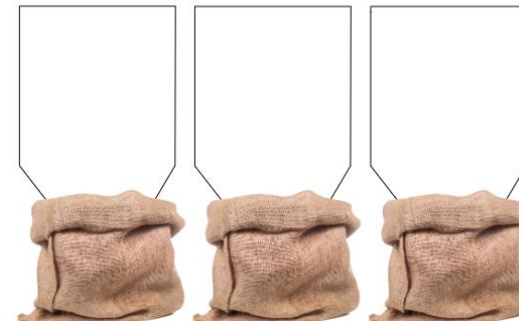
<https://www.youtube.com/watch?v=WFeBytitVgU>

Example – Look at Price list, explain to children that they are going to imagine that they are Ancient Egyptian merchants that are about to embark up the Nile with their trade goods. Select trade item that they would want to take with them.

Attempt – With a partner, look at Price list and select a trade item that they would want to take with them. Can pupils justify their choices?

Apply – Children are to draw which three trade goods they would take aboard their river boats. They are going to draw and price these items up.

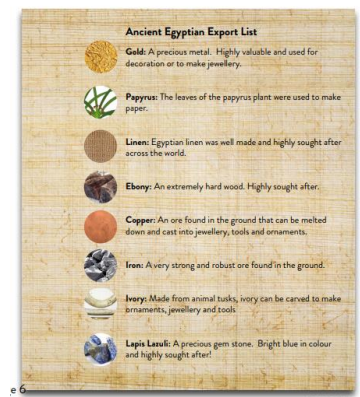
Imagine you are an ancient Egyptian merchant about to embark up the Nile with your trade goods. Which three would you take? Draw and label them below:



Challenge – Children to come up with their own trade goods price list (in deben) for lapis lazuli (a precious blue gemstone); ivory, gold and papyrus. They will then extend this by working out how many deben they would need to buy 4 of each item.

Children could explore and create a list what they traded use and explore cost measured in deben (copper weight) and comparative costs of items traded.

Research - Look at Ancient Egyptian sailing ships create a diagram to share and label this.

		<p>Children could explain where they traded and sailed and bartering and explore if they were an Egyptian merchant in those times what 3 items would they want to trade in and why?</p>  <p>Ancient Egyptian Export List</p> <ul style="list-style-type: none"> Gold: A precious metal. Highly valuable and used for decoration or to make jewellery. Papyrus: The leaves of the papyrus plant were used to make paper. Linens: Egyptian linen was well made and highly sought after across the world. Ebony: An extremely hard wood. Highly sought after. Copper: An ore found in the ground that can be melted down and cast into jewellery, tools and ornaments. Iron: A very strong and robust ore found in the ground. Ivory: Made from animal tusks, ivory can be carved to make ornaments, jewellery and tools. Lapis Lazuli: A precious gem stone. Bright blue in colour and highly sought after.
Assessment questions	<p>Why did Ancient Egyptians decide to trade? Where did trade take place? What were the oars made from? What types of goods do we know they traded in? Why do you think they didn't sail beyond the Mediterranean, Red and Aegean seas?</p>	<p>Resources Teacher resource for research and quiz type recall questions http://www.charlesdickens.southwark.sch.uk/perch/resources/ancient-egypt-for-teachers.pdf Ancient Egyptian merchant ships: https://www.dkfindout.com/uk/history/ancient-egypt/ancient-egyptian-boats/ https://www.ancientportsantiques.com/ancient-ships/merchant-ships/</p>
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	What did the Ancient Egyptians give to the world?	
4 th Concept What are hieroglyphics and what can they tell us about life in Ancient Egypt?	<p>Recap on the importance of the River Nile to Ancient Egyptian life, trade and settlement. Recall which countries they traded with. The Ancient Egyptians invented a solar calendar (a calendar based on the sun) and a writing system called hieroglyphs.</p>	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?

Communication
 Hieroglyphs
 Hieroglyphics
 Translate
 Scribes
 Rosetta Stone
 Discovery
 Symbols
 Papyrus paper
 Egyptian
 Greek

-From as early as 3000 BC, the ancient Egyptians began using pictures and symbols as a form of written communication.

-Hieroglyphics can tell us about life in Ancient Egypt.

-The Rosetta Stone helped people to understand hieroglyphics.

Additional knowledge:

At first the symbols would be inscribed on walls and stones. Hieroglyphics was a very complicated way of writing involving thousands of symbols.

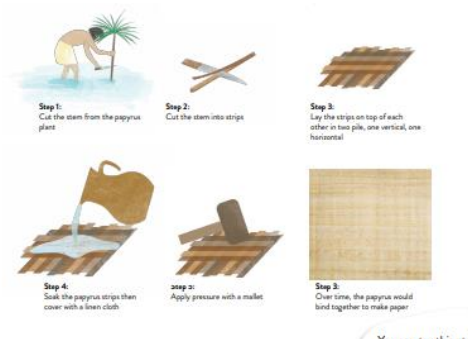
The word Hieroglyph comes from two Greek words; hieros meaning holy and glyphe meaning writing.

Some of these symbols represented individual sounds, much like our modern day alphabet, and others represented entire words.

Hieroglyphics could be written in almost any direction: left to right, right to left or top to bottom without punctuation.

One of the main goals in writing hieroglyphics was that the writing would look like art and be beautiful to look at.

They used papyrus harvested on the banks of the River Nile to make papyrus paper. They would use strips of papyrus from the inner stem of the plant and make two piles of papyrus strips, one horizontal and the other vertical. Then, they would cover the strips with a linen cloth and apply pressure with a mallet (a type of hammer) or stones. Over time, the strips would bind together and form one single, flat sheet of papyrus paper.



Knowledge note to adapt:

Connect – Show image and discuss what we know about this form of prehistoric artefact?



Explain - Slides on hieroglyphic PP

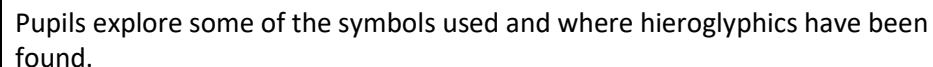
Children to be given the opportunity to explore the following link to learn more about the different hieroglyphic symbols (*after example activity*). This will allow them to see what each symbol is, as well as the letters that they represent. They can also use it as a scaffold for writing their words.

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/writing-in-hieroglyphs/>

Example – Children to explore the different forms of hieroglyphic and their meanings. This includes hieroglyphic images that represent letters, numbers and art.

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr>

Children to try and decipher a series of images (some artwork that explicitly show Ancient Egyptian life) and hieroglyphic writing (where letters are used to represent words). The children should find it easier to decipher what is happening in the artwork that in what is written. They may recognise some of the symbols, but won't yet realise that these stand for letters or words.





Research the role of scribe and how only children of the richest people were trained as scribes, they were held in high esteem. Writing in hieroglyphics was a complicated task; it took years of education and practice to be able to accomplish this skill. As a result, some ancient Egyptians were trained from the young ages of six and seven to become scribes.

Children can research the discovery in 1799, by a French soldier who found a special stone in the small town of Rosetta on the Mediterranean coast in Egypt.



Explore the hieroglyph cards asking children to put some of the symbols together. Emphasise the difficulty of understanding an unfamiliar alphabet without something to help you translate it.

Assessment questions

What does an archaeologist do?
 What are hieroglyphics?
 Why was the discovery of the Rosetta Stone important?

Resources:
[Learn Ancient Egyptian Hieroglyphs! Alphabet Part 1 - YouTube](#)
 The Children's University of Manchester has some excellent web based resources on Hieroglyphs.

		https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/writing-in-hieroglyphs/ BBC Schools explains the importance of the Rosetta Stone https://www.bbc.co.uk/ahistoryoftheworld/objects/awwjbloORUaQXm9LmiTz8A
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	Who were the Pharaohs?	
5 th Concept Who were the pharaohs and how did they rule?	Recap: How do we know about Ancient Egypt? The Ancient Egyptians left writing, called hieroglyphics which helped us find out about their lives. They also built buildings and statues which hold clues about their lives. Check prior knowledge: What do we know about Pharaohs?	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Pharaoh Rameses II Hatshepsut Tutankhamen ruler represent divine power	<p> -Pharaohs were Ancient Egyptian rulers. -Ancient Egyptians believed Pharaohs represented Gods on earth. -We know about Pharaohs because of the clues that have been left behind. -A couple were women, but most pharaohs were men. (In ancient Egypt, whether the pharaoh was a man or a woman, all pharaohs were kings). Pharaohs were the leaders of government and religion. There were about 170 different pharaohs over time but there was only one pharaoh at a time. </p> <p> Additional information: The Ancient Egyptians believed that all the wealth of Egypt and all the wealth in the world belonged to Pharaoh. </p>	<p>Connect – Flick back five-what do we know about ancient civilisation? Linking to what we know about Britain rulers (kings and queens)?</p> <div data-bbox="1232 825 1769 1206" data-label="Diagram"> </div> <p>Explain – Explain what pharaohs were and why they were considered to be so important. This includes exploring the titles they held: ‘the lord of the two lands’ and ‘the high priest of every temple’.</p> <p> https://www.youtube.com/watch?v=mfLKtzmDaSQ https://www.youtube.com/watch?v=JT0QmtcatBs https://sites.google.com/a/education.nsw.gov.au/ancient-egypt/home </p>



- Every house, brick, stone, animal, amulet, jewel, statue, man, woman, child, clothing, temples, store house, tomb, eggs found along the Nile, everything, absolutely everything, belonged to Pharaoh.

- In exchange for all Pharaoh owned and controlled, Pharaoh was responsible for Ma'at - for the health and happiness of ancient Egypt.

- If Pharaoh did not do his or her job, the Nile would not rise and leave rich soil behind for planting as the waters receded. If the people did not obey Pharaoh, the Nile would not rise.

- Pharaoh, like everyone in Ancient Egypt, had a job to do. His (or her) job was to take care of the people. Every decision made had to be in the best interest of the people.



Example – Children to study some examples of findings in the tombs of pharaohs, that tell us as historians that they were important.

Show children an example of an annotated image of Tutankhamen.

Attempt – Children to work in pairs to highlight the key facts about each pharaoh from the information sheets they have been provided.

Apply – Explore 1-2 key rulers: Tutankhamen (link to future learning on archaeologists), Cleopatra, Hetshepsut and Ramesis II. They can stick the image of the pharaoh in the centre of their page and will then annotate the image to populate the page with key facts on their chosen ruler.


Challenge – looking at images of pharaohs tombs, how could archaeologists/historians tell that they had discovered the tomb of the pharaoh? (Hieroglyphs, treasures, jewellery, sarcophagus, artefacts, etc.)

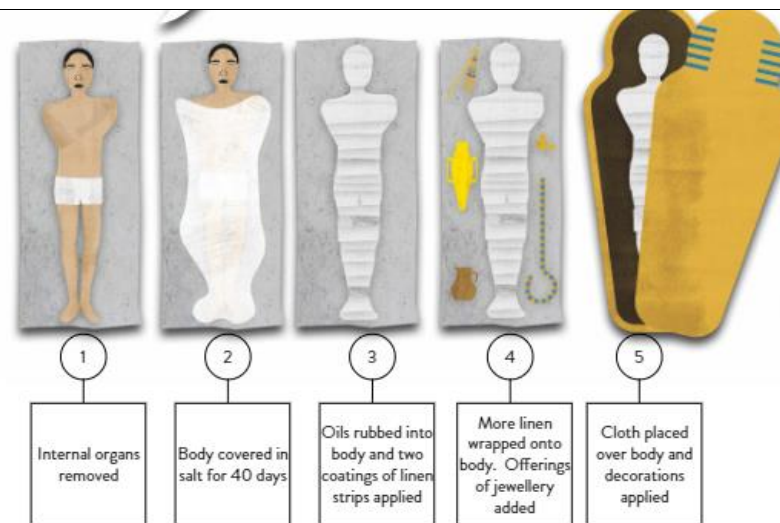
Explore the difference between the lives of the wealthy and those who were slaves/peasants during this period. Look at society and the hierarchy. Children can explore the lives of children in these times.

- Know that ancient Egypt had a strict social hierarchy; this means that people had more or less control over their lives depending on their role and this did not change; the pharaoh was at the top of the hierarchy; his advisers, high priests and nobles were next; officials and scribes who worked for the government were next; craftsman who made things were next; below them were peasants, and enslaved people were at the bottom of the hierarchy
- Know that the government is a system or group of people with some power over an organised community or country (retrieval from geography curriculum)
- Know that the nobility is a class of people ranked directly below the monarch in a social hierarchy
- Know that a peasant is an agricultural worker or farmer of low position in a social hierarchy



		<ul style="list-style-type: none">• Know that an enslaved person is a person who is owned like property and has almost no control over their life; slavery is morally wrong, but despite this it has existed throughout human history <p>Explore through story: Place, people, dilemma. A peasant farmer living near the banks of the Nile. Over the years droughts leading to no floods and crops/food. He chooses to begin to work on the pyramids for the current Pharaoh the boy king. Tutankhamun. Grave robbers of the time offer him money to tell them the secrets of the tomb. The pharaoh dies young and suddenly after just 10 years of reign so the tomb was only small and packed to the ceiling with furniture, over 150 walking sticks as the Pharaoh had a club foot and several death masks/coffins and inner tombs.</p> <p>Link to the next concept on the discovery of the tomb and the event: Howard Carter's 30 year exploration in the valley of the Kings.</p> <p>Explore the Pharaoh facts resource and other resources available to you. Write a report about a chosen Pharaoh or present findings to the class.</p>
Assessment questions	Who were the Pharaohs and what did they do? Pharaohs build lots of statues and monuments, can you explain why? How do we know stories about the lives of the Pharaohs?	<p>Resources:</p> <ul style="list-style-type: none">• Watch the following internet clips to help pupils understand more about the pharaohs: https://www.youtube.com/watch?v=JT0QmtcatBs https://www.youtube.com/watch?v=mfLKtzmDaSQ <p>British museum https://www.britishmuseum.org/visit/object-trails/twelve-objects-see-children</p>
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	What does mummification tell us about Ancient Egyptians beliefs?	
6 th Concept What were some of the ancient Egyptians beliefs in particular about afterlife?	Recall who the Pharaohs were. What people's beliefs were in Ancient Egyptian society about Pharaohs	

Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
	<p>-Know that after their death, some people in ancient Egypt were mummified; this was an expensive process so not many people could afford it.</p> <p>-pharaohs were mummified along with some other more powerful people; bodies were mummified due to the ancient Egyptians belief that they would need their bodies in the afterlife</p> <p>-Know that mummification involved the removal of the internal organs of the body, except for the heart, drying the body and then wrapping the body up in linen</p> <p>Additional knowledge: A fundamental ancient Egyptian belief was that there was life after death. Today's myth will explore Egyptian beliefs about the Duat or the Underworld. The ancient Egyptians believed that once they had passed away, their soul would travel down to the Duat and they would continue to live on. Once in the afterlife, their soul needed a body so the ancient Egyptians went to great lengths to preserve the bodies of the dead. This process was called mummification.</p>	<p>Connect – Can you remember what long barrows were and what they were used for during the Neolithic Stone Age? Who was buried in these barrows and what were they buried with?</p>  <p>Explain – Children to be introduced to the fact that Ancient Egyptians believed in an afterlife and believed in a process called mummification, that would help to shepherd souls to the afterlife. https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn</p> <p>Example – Model the first image in the storyboard (i.e. show the pharaoh ruling). This should include notes to demonstrate how a written summary can best support their drawings.</p> <p>Attempt – Children work in pairs on the second image in their storyboard. They may discuss what happened following the immediate death of a Pharaoh.</p> <p>Apply – Children to produce a story board showcasing the different steps of the mummification process. They should also show the things that somebody would be buried with and explain that they were buried with these things so that they could be carried into the afterlife.</p>

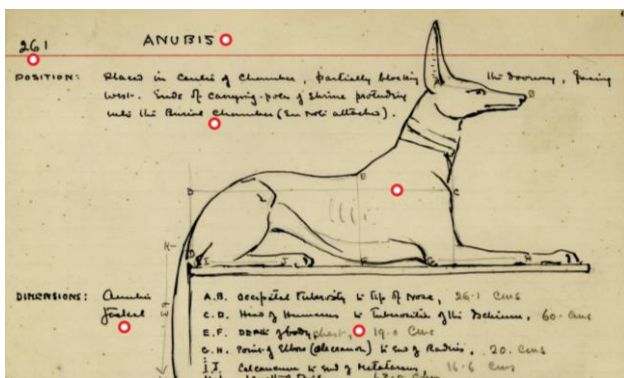


Challenge – Explore offerings made from the living world, children to consider why the ancient Egyptians believed that they must be well equipped with all of the items that they had needed in order to live comfortably on earth. Describe why wealthy Egyptians such as scribes, merchants and pharaohs were often buried with personal possessions such as furniture and jewellery. The more elaborate the possessions, the more likely they would be a target for tomb robbers who wished to take these valuables.

Linking to story, children could explore the process of mummification. A Pharaoh and Queen lose their son, the mood behind the heavy door of the great chamber in the Palace is a sombre one. All the servants are lined up to pay their respects in the royal family's loss. Create the funeral, explore the weighing the heart ceremony. The power each Pharaoh held over their people.

Firstly, the internal organs were removed. Next, the body was washed and covered in salt for about 40 days to eliminate moisture. Following this, perfumed oils were rubbed on the body. Two coatings of linen strips were then glued to the body. Sometimes pouches with jewellery inside were placed on the mummy's chest. This was thought to be a religious offering. Long linen strips secured the wrappings and a portrait picture of the deceased was placed

		on the head. Finally, a linen cloth was placed over the mummy and this was decorated with elaborate colours and symbols of protection and rebirth.
Assessment questions	What were the beliefs about afterlife in Ancient Egyptian period? Explain how we know about this today?	Resources: BBC teach https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	How do historians know about the Ancient Egyptian civilisation?	
7 th Concept How does archaeology help us to find out about the past?	Archaeology is the study of human history and pre-history, and is undertaken by studying sites and artefacts. What sources of information have we used before to find out about historical events/people from the past: diary, photos, portraits, artefacts, newspaper accounts, maps, records, census...	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
archaeology past statues monuments Sphinx tomb archaeologist pyramids mummy pharaoh Valley of the Kings	<p>-Ancient Egyptians left pictures, writing and statues behind which have helped archaeologists and historians develop their understanding of those times.</p> <p>-Archaeologists are people who look for things people in the past have left behind.</p> <p>-Tutankhamen was a pharaoh whose tomb was recently discovered by an archaeologist.</p> <p>Additional knowledge: In 1922, an archaeologist and Egyptologist named Howard Carter discovered the hidden tomb of King Tutankhamun. The tomb was found in the Valley of the Kings at Thebes, a traditional burial place for Pharaohs. The tomb was untouched and in almost perfect condition. It was full of jewellery, decorated furniture and many artefacts that Ancient Egyptians believed would be needed in the afterlife. King Tutankhamun's gold burial mask can be seen in the Egyptian Museum in Cairo.</p>	<p>Connect – What can you recall/remember about archaeologists?</p> <p>Explain – Tell the story of Howard Carter discovering the tomb of Tutankhamen. In tombs (a stone structure or underground room where someone is buried) below pyramids. Valley of the Kings – look at archaeological discovery of tombs, pyramids and the findings within. This may include hieroglyphics, artefacts, treasures and the measures taken to keep these things well hidden.</p> <p>Example – Model to the children that by studying the Sphinx, we can learn that it was placed before the pyramids the Sphinx 'guarding' the pyramids of Giza, representing both the importance of the pyramids themselves and of the sphinx as a symbol of their religious beliefs (due to it being half man, half lion).</p> <p>Attempt – Collaboratively, children to study an obelisk, then state what can be learned by looking at it. The Luxor obelisks demonstrate that the Egyptians</p>



Detailed sketch and measurements made by Carter in his diary of the statue of Anubis found in the centre of the death chamber of Tutankhamen. He took detailed measurements of all artefacts found in the tomb.

were not only skilled craftspeople, but they could also learn more about Ancient Egyptian life by studying and deciphering the hieroglyphics.

Apply – Children study a range of Ancient Egyptian architecture and produce a report on what the architecture can tell us about life in Ancient Egyptian times.

Examples may include the Abu Simbel temple featuring statues representing Rameses II (aka Rameses the Great); the pyramids themselves are an example of their amazing construction skills and of the importance of the pharaohs housed within them.

Challenge -

Carter excavated (remove earth carefully and look for things such as pots, bones, or buildings which are buried there) in the Valley of the Kings whilst Lord Carnarvon remained in England and funded the excavation. On the 4th November 1922, a water boy found steps leading to a tomb, where they eventually found the boy-king Tutankhamun buried there.

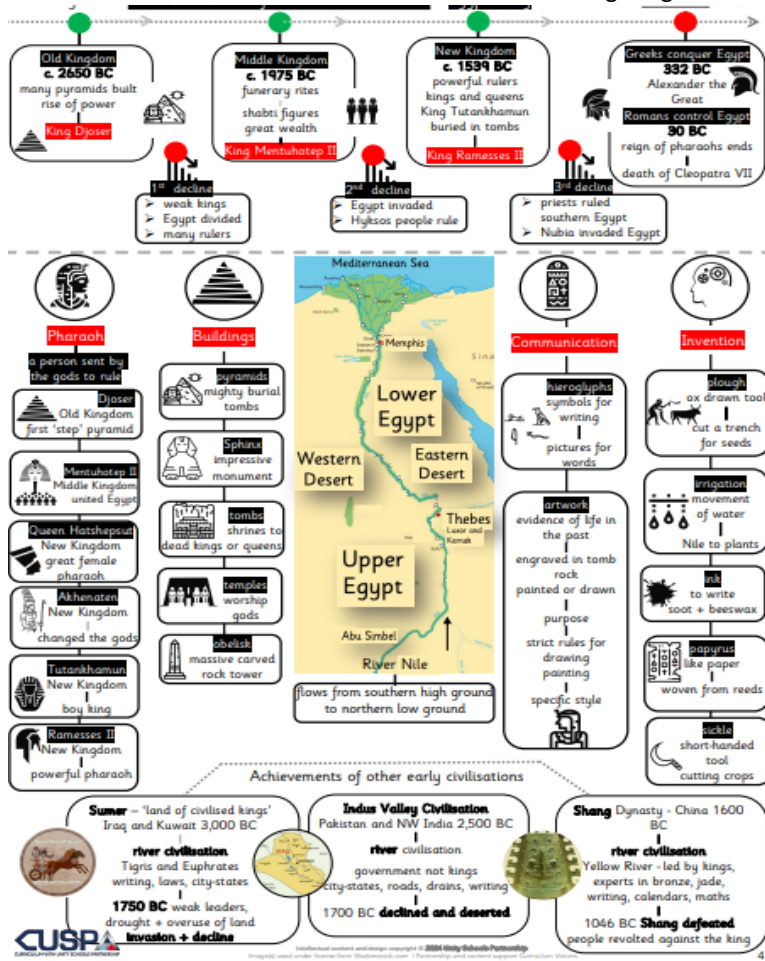


		<p>Discuss the role of an archaeologist. - Have images of statues, pictures on stone, pyramids, jewellery, and hieroglyphics on tables for children to explore.</p> <p>Encourage children to read captions and begin to use correct vocabulary.</p> <p>Children to write notes on images depicting hunting, fishing, farming, food, homes and celebrations.</p> <p>Share extracts from Carter's diary to support extended writing – where he enters the corridors in the pyramid toward the small tomb door. https://www.robertmellors.notts.sch.uk/wp-content/uploads/sites/3/2020/05/Wednesday-Carters-Diary-Abridged.pdf https://www.smithsonianmag.com/history/uncovering-tutankhamuns-tomb-180957168/</p>
Assessment questions	<p>What can we understand from these pictures?</p> <p>What clues do we have about life in Ancient Egypt?</p> <p>What did Howard Carter discover? Why are the discoveries that archaeologists make, important to history?</p>	<p>Resources:</p> <p>https://media.bloomsbury.com/rep/files/The%20Story%20of%20Tutankhamun%20Resource%20Pack.pdf https://www.bbc.co.uk/teach/class-clips-video/history-ks2-king-tutankhamun/z824bqt https://www.tes.com/teaching-resource/howard-carter-newspaper-comprehension-11780795 https://schools.theweekjunior.co.uk/tutankhamuns-tomb</p>
Composite outcome		
Learning objective		
8 th Concept Composite Assessment	<p>Children recap how they know that the Ancient Egyptians left pictures, writing and statues behind which have helped archaeologists and historians develop their understanding of those times.</p> <p>Recall the work of archaeologists are people who look for things people in the past have left behind.</p> <p>Recap on key facts on Tutankhamen was a pharaoh whose tomb was recently discovered by an archaeologist.</p>	
	<p>Pupils to recap and recall the substantive knowledge across the term by creating a digital stop-frame animation that tells the story of who the Ancient Egyptians were each group applying their knowledge around the following themes: period in time, where in the world this civilisation was, the 3 kingdoms and the significant events in each period, the importance of the river Nile/trade, what a pharaoh was and recall key pharaohs, mummification and beliefs around the afterlife.</p> <p>DISPLAY OUTCOMES AND HAVE BOOKS FOR A FAMILY SHARING SESSION MORNING.</p>	

Assessment questions	<p>In Ancient Egyptian times who was thought to be the most important person and why?</p> <p>What types of jobs/roles in this period of history were thought to be important?</p> <p>What roles did slaves do during this period in history?</p>	<p>Resources:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-society-and-culture/zmqgt2v4</p>
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Additional resources

Knowledge organiser to reflect back and tick off taught content/ formatively assess against



GEOGRAPHY

Main Strand/Concepts	Power/Leadership and Invasion - (country, democracy, empire, government, law, monarchy, parliament, peasantry, tyranny) Geography: <ul style="list-style-type: none"> - To locate the River Nile on a map, identify physical and human features and understand the importance of the River Nile in the Geography of Egypt - To identify the climate, biomes and vegetation of Egypt
Prior Learning Links	In Y1 key concepts taught To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. In Y2 key concepts taught Basic fieldwork skills through a local study of the school and surrounding area and compared similarities and differences in human and physical features within Dunscroft as a village, Doncaster our nearest town and the locality of Conisbrough
Main enquiry question/s	Who were the Ancient Egyptians and what did they leave behind?
Programme of Study NC Requirements	<p style="text-align: right;">National Curriculum</p> <p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i></p> <p>Place knowledge Pupil to:</p> <p>-Human and physical geography</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	-Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Learning Objective	Pre-Learning Expectations	
1 st Concept To locate the River Nile and continent of Africa	Recall the 4 countries of the United Kingdom their capital cities and the surrounding seas and oceans Recall where on a map of the UK we are located Recall the differences between human and physical geographical features. Recall Y2 learning: 7 continents of the World and oceans.	
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?
Continent Europe Africa Asia North America South America Australia Antarctica	<p>Recall that there are 7 continents in the world – Europe, Asia, Africa, North America, South America, Australia and Antarctica.</p> <p>We live in the continent of Europe</p> <p>Egypt is located on the continent of Africa</p> <p>The river Nile runs through Egypt</p> <p>Where on a map the UK is located within Europe and the world</p> <p>Where on a map the country Egypt is in comparison to England</p> <p>Additional Knowledge: Africa is the continent with the most countries (there are 54 countries on the continent of Africa) Europe is considered to be world's wealthiest continent. 90% of the worlds ice is located on the continent of Antarctica</p>	<p>Label the 7 continents and 5 oceans on a world map use images – add labels of the UK and Egypt.</p> <p>Find similarities and differences about the location of the UK and Egypt.</p> <p>-Show children how Africa is split up into many countries.</p> <p>Identify Egypt and show children how to find North East Africa and highlight the coastline on the Red Sea and the Mediterranean Sea.</p> <p>Identify the River Nile and explain its importance. Mention neighbouring countries of Israel, Libya and the Sudan.</p> <p>-Label a blank map of the region using a globe or atlas to help.</p>
Assessment questions	<i>Can you name the 7 continents of the world?</i> <i>Can you name the 5 oceans?</i> <i>Which continent do we live in?</i> <i>Which continent is Egypt in?</i>	Resources: Continent facts for kids https://www.kids-world-travel-guide.com/continent-facts.html https://kids.britannica.com/kids/article/continent/352997
Learning Objective	Pre-Learning Expectations	
2 nd Concept	Recap on what an atlas is and how it is used. Where Egypt is located. The name of continent Egypt is located and major river that runs through Egypt.	



To recognise key human and physical features within Egypt and linked to the River Nile		
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?
River Nile Human Physical Equator Pyramid Cairo	<p>Core Knowledge: A human feature is one that is manmade (human geography examines our effect on the environment) A physical feature is a feature that is there naturally (physical geography examines the nature and environment of a region) Key human features of Egypt are Cairo – the capital city. The pyramids of Giza, the sphynx of Giza, Aswan Dam Key physical features of Egypt are the River Nile, the Sahara desert, sea, hills The River Nile is the longest River in Africa and the world</p> <p>Additional Knowledge: Other human features include Souks, villages</p>	<p>Find and locate the human and physical features of Egypt on a map.</p> <p>Can children sort Human and Physical features of Egypt.</p> <p>Use images and add to a map of the River Nile highlighting the human and physical features.</p>
Assessment questions	<p><i>Name physical and human features of Egypt.</i> <i>What is the capital city of Egypt</i> <i>What is the name of the River that runs through Egypt</i> <i>Why does the majority of Egypt's population live along the river Nile?</i></p>	<p>Resources: Information on Egypt's Geography https://www.oddizzi.com/teachers/explore-the-world/country-close-up/egypt/ Egypt photo pack https://www.twinkl.co.uk/resource/ks1-life-in-egypt-photo-pack-t-tp-6942</p>
Learning Objective	Pre-Learning Expectations	
3 rd Concept To understand the climate, biomes and vegetation belt in Egypt.	<p>Children have located Egypt on a world map. They have looked at the equator and understand how this may effect the climate in Egypt.</p>	
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?



	<p>Climate Egypt is one of the hottest and sunniest countries in the world. It receives very little rain. The average temperature in the Nile Valley is over one hundred degrees Fahrenheit (38° C) from May through September. The average temperature in the region during the coldest months of the year is in the sixties (15- 20° C). Egypt has mainly two seasons:</p> <ul style="list-style-type: none"> • a mild winter from November to April • a hot summer from May to October. <p>Temperature The average annual temperature is 20° C (69° F), reaching a high of 27° C (80° F) in the summer. Along the Mediterranean coast, they have an average annual rainfall of about 20 cm. Rainfall decreases rapidly towards the south; Cairo receives on average only 2.5 cm of rain a year, and in many desert locations it may rain only once in several years.</p> <p>Biomes and vegetation Biomes are areas of our planet with similar climates, landscapes, animals and plants. What lives in each biome depends on:</p> <ul style="list-style-type: none"> • how warm or cold it is • how dry or wet it is • how fertile the soil is 	<p>Create a poster advertising Egypt as a holiday destination – use the weather as a persuasive tool.</p> <p>Compare the weather in Egypt with weather in the UK – what are the main differences and similarities.</p> <p>Create a fact file on the different biomes that can be found in Egypt.</p>
Assessment questions	<p><i>What is the climate like in Egypt?</i> <i>What biomes are present in Egypt?</i> <i>Does the vegetation vary in different areas of Egypt? Why?</i></p>	<p>Resources: Information on the different types of Biomes https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p Desert biome information https://www.bbc.co.uk/bitesize/guides/znxsgk7/revision/1 The climate of Egypt https://mrgeogwagg.wordpress.com/2015/07/01/lesson-6-climate-change-in-egypt/</p>
Learning Objective	Pre-Learning Expectations	
4 th Concept	<p>Children have identified key human and physical features of Egypt Children have located the River Nile on a map of Egypt.</p>	

To understand the importance of the river Nile	
Subject Specific Vocabulary	<div>Core Knowledge –What do we want the children to know?</div> <div>Suggested Learning Activities – What key experiences?</div>
River Nile Papyrus Flood Trade Canal Irrigation Fertilise Population desert	<div> <p>22% of the Niles course runs through Egypt</p> <p>The majority of Egypt’s population live along or around the river Nile</p> <p>The area around the river Nile is green. Crops can be grown in this area however the rest of Egypt is desert</p> <p>The people of Ancient Egypt depended on the River Nile to survive.</p> <p>The river Nile would flood every year leaving behind a rich, black silt that fertilized the soil.</p> <p>A system of canals that led from the Nile were also used to water fields in other areas. This is called irrigation</p> <p>There was no such thing as money in ancient Egypt so people would trade by swapping things such as pottery, food, jewellery, art etc – boats were used to travel up and down the river Nile to trade throughout the country.</p> <p>Mud from the river Nile was used to make bricks for building.</p> <p>The papyrus plants around the river were used to make papyrus which was the paper of Ancient Egypt.</p> <p>The Egyptian calendar was based on the happenings of the River Nile there were 3 seasons each lasting 4 months.</p> </div> <div> <p>Create a fact file/ presentation about the importance of the River Nile.</p> <p>Mind map – the importance of the River Nile.</p> <p>Compare the importance of the River Nile now and in Ancient Egyptian times.</p> <p>Investigate trade and transport links along the River Nile – are these links still as important today?</p> </div>
Assessment questions	<div> <p><i>Why do the majority of the population in Egypt live around the River Nile?</i></p> <p><i>Why is it important that the River Nile floods once a year?</i></p> <p><i>Name 5 things that the River Nile is used for?</i></p> </div> <div> <p>Resources:</p> <p>Power point the importance of the River Nile https://www.twinkl.co.uk/resource/us-t-2548848-the-importance-of-the-river-nile-ancient-egypt-resource-pack</p> <p>Video clip – the role the Nile played in the life of the Ancient Egyptians https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmisg</p> </div>