



Topic Title: Sand, scarab and Cinders – Egyptians

Year Group: 4

Academic Year: 2019 -2020

KS2 History Intent:

Children will learn about the achievements of this ancient civilisation. They will learn about how and when the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made through enquiry and the use of artefacts. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.

<p>Prior Historical Learning/Linked Topics: Other ancient civilisations – the Romans Y3</p>	<p>Literacy Links (including texts/media used): Egyptian Cinderella (entertain) Non-fiction unit - tbc</p>	<p>Maths Links:</p>
<p>Historical Knowledge</p>		
<p>Area of study:</p>		
<p>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.</p>		
<p>Historical Skills</p>		
<p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. 	<p>Organisation and communication</p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	



No Limits
To Learning!

<p>Chronological understanding</p> <ul style="list-style-type: none">• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)• Order significant events and dates on a timeline.• Describe the main changes in a period in history.	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none">• Use evidence to describe what was important to people from the past.• Use evidence to show how the lives of rich and poor people from the past differed.• Describe similarities and differences between people, events and artefacts studied.• Describe how some of the things I have studied from the past affect/influence life today.
<p>Historical enquiry</p> <ul style="list-style-type: none">• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.• Ask questions and find answers about the past.	<p>Key Questions:</p> <p>If this (outline of E) is the answer, what is the question? Where is Egypt? Which continent is it in? Famous landmarks? Who were the Ancient Egyptians? When did they exist? Why was the Nile so important to the Ancient Egyptians? What was life like? What is a Pharaoh? Who was Tutankhamun?</p>
<p>Content:</p> <ul style="list-style-type: none">• Who were the ancient Egyptians?• What are some of the famous landmarks?• What was Ancient Egyptian life like?• What did the Ancient Egyptian's believe about death, the afterlife and mummification ?• What was a Pharaoh and who was Tutankhamun?• How did Ancient Egyptians communicate through writing?• Why were Egyptian Gods so important to the Ancient Egyptians?	



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Key Vocabulary:

Ancient, Egypt, Egyptian, BC/AD, artefacts, kingdoms, wealth, exhibit. Pharaoh, pyramid, mummy, sphinx, Canopic jars, coffin mask, coffin, hieroglyphics, scarab beetle, mummification, tomb, Nile, irrigation, Imsety, Hapi, Duamutef, Qebehseuef, Horus, cartouche

Stunning Start/Marvellous Middle/Fabulous Finish:

To be revealed !

OAA/Trips/Visits/Visitors:

tbc