



Digital Learners



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Global Enquirers



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Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- History

Ancient Egypt

Using the K,S,U you have learnt in this unit of work, who were the Ancient Egyptians and what impact did their achievements have on our lives?



Global Enquirers

Aspect of Study

Chronology and change
Historical enquiry

Transferable Knowledge:

Chronology, using sources, inference, social hierarchy

National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The national curriculum for history aims to ensure that all pupils: □ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world □ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind □ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' □ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses □ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed □ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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.

During this area of study students should be taught about:

- 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.

Real World Links/Influential Figures:

Howard Carter
Lord Carnavon
Tutankhamun
Hatshepsut
Akhenaton



Communication – understand and respect that people have different views.

Team-working – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

Useful Resources

<https://www.history.org.uk/primary/resource/3873/ancient-egypt>

<https://www.history.org.uk/primary/module/3495/ancient-egypt>

<https://www.history.org.uk/primary/resource/7480/teaching-ancient-egypt>

OPAL links

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> • Year 3 Autumn Term - changes in Britain from the Stone Age to the Iron Age (<i>daily life</i>) • Year 3 Autumn Term -the Roman Empire and its impact on Britain (<i>Why did the Romans invade? The initial and long-lasting impact, rebellion through Boudicca</i>) • Year 4 Autumn Term -Britain’s settlement by Anglo-Saxons and Scots (<i>Anglo-Saxon life, reasons for invasion</i>) • Year 4 Autumn Term - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>the impact of the reign of Alfred the Great, struggle for power, the portrayal of the Vikings through historical sources, daily life.</i>) • Year 5 Autumn Term a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (<i>how and way crime and punishment has changed over time including the treatment of people of different genders and social classes, the success of the British Empire and the Industrial Revolution and how this impacted on population and a rise in crime levels</i>). 	<ul style="list-style-type: none"> • Year 5 Spring Term 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 (<i>the role of the pharaoh, social hierarchy and job roles, success of the empire, what did the Egyptians do for us? Ancient Egyptian beliefs in the afterlife/gods</i>) 	<ul style="list-style-type: none"> • Year 6 Autumn Term- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (<i>social class in Victorian Britain through the Titanic, women’s roles in WW1</i>) • Year 6 Spring Term Ancient Greece – a study of Greek life and achievements and their influence on the western world (<i>the evolution of democracy, what the Ancient Greeks did for us, beliefs and traditions, gender inequality</i>) • Year 6 Summer Term a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Language Plan

Key vocabulary	Concepts	Oracy Framework
archaeologist replica civilization society hierarchy pharaoh ancient preserve artefact	society inequality interpretation ancient modern	



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Key Concepts

Chronology- timelines, dates

Cause and Consequence-why things happen, as a result of what?

Significance-who/what/event was important and why, explain the significance of events, people and developments in their context and in the present.

Interpretation- different ways the past is represented, why there are contrasting arguments and which are the most useful and why.

Sources- primary, secondary, artefacts etc

Communication and organisation- vocab etc

Possible misconceptions/barriers

- Pupils may think that everyone in the world at this point in time was an Ancient Egyptian and not have an understanding that there were other things going on at the same time in other parts of the world.
- Chronology – the Ancient Egyptians were around a very long time ago in comparison to other time periods studied so far.

Knowledge and Skills

- Use timelines to place the key events in history that they have learned about so far.
- Explore concurrent timelines with events in another place in the world. Know what was happening in Britain during the time of the Ancient Egyptians
- Describe events using words and phrases such as: century, decade, BC, BCE, AD, after, before, during, Egyptian, era, period
- Identify changes within this period of time
- Explore what is meant by 'ancient' and 'modern' in depth, what is the difference? What is an ancient civilisation?
- Use a range of sources to collect information about Ancient Egypt.
- Can make comparisons and identify similarities and difference in life for the Ancient Egyptians and other periods studied.
- Recall key elements of Ancient Egyptian daily life.
- Explain the significance of the discovery of King Tutankhamun's tomb.
- Explain the significance of pharaohs in Ancient Egypt.
- Compare the social hierarchy in Ancient Egypt with other time periods/modern day.
- Know that there are different interpretations of what happened to King Tutankhamun and can suggest reasons why there might be differences in these accounts
- Offer some different reasons for different representations
- Can debate how and why key pieces of evidence from the past still exist thousands of years later.
- Choose some reliable sources of evidence to answer questions and justify choice
- Debate which invention has had the largest impact on Ancient Egyptian people's lives at the time and on Modern day people.

Sequence of Teaching and Learning



Baseline spider diagram to be completed before the start of unit to inform planning.

If pupils don't know anything, they must write 'I don't know anything' so that the spider diagram. They can also use the question matrix to come up with their own enquiry question.

LAUNCH – Class pyramid competition. Which class can build the biggest pyramid out of cardboard boxes? This could be scaled down and groups could make a Lego pyramid.

- **Chronology** – at the start of the topic, display a timeline with dates on that pupils have learnt about in previous year groups. Add the Egyptian times to this timeline and continue to refer to it throughout the unit of work, adding further relevant dates.

1/2

- NC OBJ: 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

EQ: When did the Ancient Civilizations appear?

Pupils to complete timeline in pairs which shows the relative length of each time period studied so far and the ancient civilizations. Discuss how many years ago each time period was. Discuss that there were other things happening in different parts of the world at the same time e.g. While **Egyptians** were developing civilization and building the pyramids, Europe was going through its Neolithic period. They were switching over from hunting and gathering to farming, and towards the end of the period we think of as **Ancient Egypt**, eventually going through their Bronze Age and starting an Iron Age.

Link with geography lesson 1 – location the earliest civilisations.

3

LO: To further develop an understanding of historical vocabulary.

Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit. Vocabulary and the activity should be adapted to the needs of pupils.

civilization	archaeologist
society	significant
hierarchy	artefact
pharaoh	interpretation
ancient	
preserve	



Sequence of Teaching and Learning

4	EQ: How do we know so much about the Ancient Egyptians?	<p>Recap primary and secondary sources. Discuss how the types of sources might differ depending on the time period e.g. photographs vs portraits, online resources such as national archives (census from William Towers enquiry).</p> <p>Pupils to find out about the role of archaeologists in constructing interpretations of the past. Discuss how the fact that they mummified their dead impacted on the amount of primary sources available.</p>
5	EQ: What can we find out about the Ancient Egyptians from 'primary' sources?	<p>Using the 'Box of Delight', pupils to infer what the artefacts are and discuss what they can tell you about what life was like in the Ancient Egyptian times. Explain that they are replicas of primary sources that would have been found by archaeologists.</p> <p><u>Success Criteria</u> Describe the object Speculate about what it was used for Consider what it tells us about life in Ancient Egypt</p>

Sequence of Teaching and Learning



6	<p>LO: To explain why the discovery of King Tutankhamun's tomb was significant.</p> <p>Key knowledge:</p> <ul style="list-style-type: none">• Who Tutakhamun was.• How long they'd been looking for the tomb.• Who found it and when.	<p><i>This links in with the English planning as pupils are reading 'Secrets of a Sun King'</i></p> <p><u>Success Criteria</u> Recall information about the discovery of the tomb Explain why it was a significant event</p>
7/8/ 9	<p>EQ: Why are there conflicting opinions on the cause of King Tutankhamun's death?</p>	<p>Enquiry lesson investigating the different theories about how King Tutankhamun died. Enquiry resources on Google Drive. <i>Follow up piece of writing (explanation text) to be completed in exercise books.</i></p> <p><u>Success Criteria</u> Recall theories about what killed King Tutankhamun Explain how the evidence does/does not back up the theory Consider how technology has impacted on our interpretation of what happened to King Tutankhamun</p>

**RECAP PREVIOUS TOPIC
MULTIPLE CHOICE QUIZ**

Sequence of Teaching and Learning



10

LO: To consider the role of a pharaoh in Ancient Egyptian civilisation.

Pupils to learn about the roles and responsibilities of a pharaoh in Ancient Egypt and compare that to other leaders studied (Henry VIII, Queen Victoria).

Success Criteria

Explain what a pharaoh would do

Compare the role of a pharaoh to a British monarch from history

**11/
12**

EQ: How did pharaohs influence Egyptian society?

Learn about key pharaohs (suggestions include Hatshepsut – female pharaoh, opportunity to discuss role of women in Ancient Egypt and evaluate effectiveness as a ruler, Akhenaton – changed his name and forced all Egyptians to worship the same God) Link to prior knowledge of monarchs (Henry's desire to have a male heir and his involvement in religion).

Success Criteria

Recall key information about each pharaoh

Explain their impact on Egyptian society

Consider whether they were effective rulers

Sequence of Teaching and Learning

13	<p>LO: To explain Egyptian social hierarchy.</p>	<p>Pupils learn about the groups of people below the pharaoh in the pyramid of social hierarchy and link back to their knowledge of the lives of the rich and poor in the Tudor/Victorian times/link to life today – are there any jobs that would be seen as having a higher status?</p> <p><u>Success Criteria</u> Recall the jobs/roles of each layer of the Egyptian social structure Explain what these roles involved Compare Ancient Egyptian social hierarchy to other time periods studied.</p>
14	<p>EQ: What does mummification tell us about Ancient Egyptian beliefs?</p> <p>Key knowledge:</p> <ul style="list-style-type: none">• The mummification process (They will be writing instructions in English)• Why they mummified their dead• How this links to the afterlife	<p>Pupils learn about the key steps in mummification and link these to the Ancient Egyptian belief in the afterlife.</p> <p><u>Success Criteria</u> Recall the order of steps in mummification Explain why the Ancient Egyptians mummified their dead Consider how Ancient Egyptian beliefs in the afterlife compare to present day religions</p>

Sequence of Teaching and Learning



15/ 16	LO: To explain what life was like in the Ancient Egyptian times.	Research key aspects of Egyptian daily life e.g. clothes, hobbies, food, transport, religion
17	EQ: What did the Ancient Egyptians do for us?	<p>Look at the development of items/objects that were first invented in the Ancient Egyptian times and consider how they have evolved over time/their impact on our lives today.</p> <p>Link this to other civilisations studied and their impact on our life e.g. Romans bringing roads, libraries, central heating etc.</p> <p><u>Success Criteria</u> Recall items/objects that were first invented in the Ancient Egyptian times Explain how they impact on our lives today Consider how they have evolved over time</p>