

## Medium Term Plan: History Cycle B Y3/4

### Who were the Ancient Egyptians?

Historical Concept	Previous historical vocabulary	New historical vocabulary
<ul style="list-style-type: none"> <li>• Historical enquiry</li> <li>• Chronological understanding</li> <li>• Cultural, ethnic and religious diversity</li> <li>• Change and continuity</li> <li>• Cause and effect</li> <li>• significance</li> </ul>	before; after; past; present; then; now, timeline; sequence; recent; Artefact; Civilization; god; goddess; temple; priest; ancient; modern; Stone Age; Prehistory; prehistoric; artefact; Bronze Age; Iron Age; archaeologist	Ancient, Egypt, Egyptian, Nile, irrigation, Pharaoh, scribe, Vizier, pyramid, tomb, mummy, mummification, scarab beetle, Canopic jars, sarcophagus, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth, Sekhmet, hieroglyphs, Tutankhamun,
Previous Learning End Point Assessment Statements:		End Point Assessment Statements:
<ul style="list-style-type: none"> <li>• I can ask and answer questions</li> <li>• I can answer questions by using a specific source, such as an information book.</li> <li>• I know about the ways we find out about the past</li> <li>• I understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now';</li> <li>• I can use a simple timeline to show when events happened from most recent to furthest in the past</li> <li>• I can sequence events on a timeline</li> <li>• I understand that some objects belong to the past and can begin to explain why</li> <li>• I can give a plausible explanation about what an object was used for in the past.</li> <li>• I can put up objects in chronological order (recent history).</li> <li>• I know the differences between the lives of children now and in Victorian times understand that we have a queen who rules us and that Britain has had a king or queen for many years.</li> </ul> <p><b>Year 4s only</b></p> <ul style="list-style-type: none"> <li>• I can use a variety of sources to collect information about the past</li> <li>• understand how knowledge of the past is constructed from a range of sources</li> <li>• I can use primary sources to research the Olympics in ancient Greek times</li> <li>• I can devise historically valid questions about similarity and difference, and significance</li> <li>• I can use a timeline to sequence the stone age, bronze age and iron age</li> <li>• I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE</li> <li>• I understand the religious beliefs of the ancient Greeks and I know how this influenced the Roman culture</li> <li>• I can name and describe some of the ancient Greek gods and goddesses</li> <li>• I understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped</li> <li>• I know that people started to live in settlements and grow crops in the Neolithic period</li> <li>• I can explain why the Roman army was successful</li> </ul>		<ul style="list-style-type: none"> <li>• I can locate the Nile on a world map and make deductions about what life would have been like 5,000 years ago based on map evidence</li> <li>• I can explain how knowledge of the past is gained from a range of sources</li> <li>• I can place the Ancient Egyptians on a timeline</li> <li>• I understand that the Bronze and Iron Age run alongside the Ancient Egyptian era on a timeline</li> <li>• I understand that the Ancient Egyptians lived in a very hierarchical society</li> <li>• I know that Ancient Egyptians believed that the pharaoh was a living god</li> <li>• I understand that the Ancient Egyptians worshiped many gods and goddesses</li> <li>• I can explain some of the beliefs the Ancient Egyptians had about life after death and how this meant that mummification was important to them</li> <li>• I can explain why the Ancient Egyptians buried their pharaohs in pyramids and tombs</li> <li>• I can explain the role of the pharaoh in Ancient Egypt</li> <li>• I can explain what life was like for ordinary people in Ancient Egypt</li> <li>• I understand why the pharaohs stopped building pyramids and chose to build tombs in the valley of the Kings</li> <li>• I can explain how Egypt was repeatedly invaded and how eventually Christianity took over Ancient Egyptian beliefs</li> <li>• I understand that the deciphering of hieroglyphs was an important part of being able to learn about Ancient Egypt</li> <li>• I understand that most of what we know about Ancient Egypt has been discovered in the past 250 years</li> <li>• I understand that historians are gaining knowledge about Ancient Egypt all the time due to finding new evidence</li> <li>• I can explain why the finding of Tutankhamen's tomb was significant</li> </ul>

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
Learning Question		Where is Egypt and when was the Ancient Egyptian era?	Why was the Nile important for the Ancient Egyptians?	How do we know what life was like in Ancient Egypt?	What jobs were available to the Ancient Egyptians?	Who were the Pharaohs?	Who were the Ancient Egyptian gods?	Why did the Ancient Egyptians build pyramids and tombs?	What is mummification?	Who is Tutankhamun and why is he significant?	What are hieroglyphs?	When and why did the Ancient Egyptian civilization end?

<b>Conceptual Knowledge</b>		I can place the Ancient Egyptians on a timeline  I understand that the Bronze and Iron Age run alongside the Ancient Egyptian era on a timeline	I can locate the Nile on a world map and make deductions about what life would have been like 5,000 years ago based on map evidence	I can explain what life was like for ordinary people in Ancient Egypt  I understand that historians are gaining knowledge about Ancient Egypt all the time due to finding new evidence  I can explain how knowledge of the past is gained from a range of sources	I can explain what life was like for ordinary people in Ancient Egypt  I understand that the Ancient Egyptians lived in a very hierarchical society	I can explain the role of the pharaoh in Ancient Egypt  I know that Ancient Egyptians believed that the pharaoh was a living god	I understand that the Ancient Egyptians worshiped many gods and goddesses	I can explain why the Ancient Egyptians buried their pharaohs in pyramids and tombs  I understand why the pharaohs stopped building pyramids and chose to build tombs in the valley of the Kings	I can explain some of the beliefs the Ancient Egyptians had about life after death and how this meant that mummification was important to them	I can explain why the finding of Tutankhamen's tomb was significant  I understand that most of what we know about Ancient Egypt has been discovered in the past 250 years	I understand that the deciphering of hieroglyphs was an important part of being able to learn about Ancient Egypt	I can explain how Egypt was repeatedly invaded and how eventually Christianity took over Ancient Egyptian beliefs
<b>Review/ Revisit</b>	What do you already know about Egypt?  What questions do you have about Egypt?	What do we mean by 'ancient' and 'modern'? Give children BC, AD, BCE, CE What do they mean? (This will be new for Y3s)	Where is Egypt?	<b>Flashback</b> What are primary and secondary sources?	Activity 3 Life in Egypt Quiz <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs</a>	What was life like in Ancient Egypt?	Why was Pharaoh so important?	What can artefacts tell us about the past?	Why did Pharaoh's stop building pyramids?	Explain the process of mummification.	<b>Flashback</b> Did the Stone Age, Bronze Age or Iron Age people write?	Look at the timeline from the first lesson.
<b>Read</b>		Ancient Egyptian study book p2	Ancient Egyptian study book p4 – p5	Ancient Egyptian study book p24- p27	Ancient Egyptian study book p25 (Family Matters)	Ancient Egyptian study book p10 – p11	Ancient Egyptian study book p14 – p15	Ancient Egyptian study book p20 – p23	Ancient Egyptian study book p18 – p19	Tutankhamun, or King Tut as he is also known, was the last of his dynasty of pharaohs.  He ruled as a boy only for a short time. He is most famous because his tomb was discovered almost intact and full of treasures in 1922.	Ancient Egyptian study book p8 – p9  <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr</a>	Ancient Egyptian study book p34 – p35

Teach		<p><a href="https://www.bbc.co.uk/teach/class-clips-video/introducing-ancient-egypt/z6jrkmn">https://www.bbc.co.uk/teach/class-clips-video/introducing-ancient-egypt/z6jrkmn</a></p> <p>Use atlas to locate modern Egypt. Use on-line timeline from the British museum to locate Ancient Egypt - look at what was happening throughout the world at this time. <a href="https://britishmuseum.withgoogle.com/">https://britishmuseum.withgoogle.com/</a></p> <p>Point out that The ancient Egyptians were around for over 3,000 years. They were the longest surviving civilisation ever!</p>	<p><a href="https://www.youtube.com/watch?v=W0mAzYBugCc">https://www.youtube.com/watch?v=W0mAzYBugCc</a></p> <p>Most Egyptians lived near the Nile as it provided water, food, transportation and excellent soil for growing food.</p> <p>Ancient Egypt could not have existed without the river Nile. Since rainfall is almost non-existent in Egypt, the floods provided the only source of moisture to sustain crops.</p> <p>Every year, heavy summer rain in the Ethiopian highlands, sent a torrent of water that overflowed the banks of the Nile. When the floods went down it left thick rich mud (black silt) which was excellent soil to plant seeds in after it had been ploughed. This was the only land in Egypt where crops could be grown.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs</a></p> <p>The main sources of information about ancient Egypt are the many monuments, objects and artefacts that have been recovered from archaeological sites.</p> <p>These tell us about what people wore, the houses in which they lived, the objects they had in their houses, what they ate and how they lived.</p>	<p>What jobs did people have? There was a large variety of jobs in Ancient Egypt. There were:</p> <p>Bakers Scribes Priests Doctors Craftspeople Merchants</p> <p>Jobs were usually <b>inherited</b> from your parents – if your father was a farmer, it would be very likely that you would become a farmer too.</p> <p><b>Women</b> had special rights, able to own property, work in trade and run farms alongside their husbands.</p>	<p>Pharaohs were the king or Queen of Egypt. A Pharaoh was the most important and powerful person in the kingdom. He was the head of the government and high priest of every temple. The people of Egypt considered the pharaoh to be a half-man, half-god.</p>	<p>Egyptians believed gods created the universe and made sure everything was in order. They were also involved in everyday life. The gods represented natural forces such as storms, thunder, death and fire. The Egyptians supported and pleased them through offerings and rituals so that the natural order, or maat, could be kept.</p> <p>Some gods were stars, others were humans and animals. The funerary god Anubis is commonly shown in art as a jackal (a dog).</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8#:~:text=Gods%20created%20the%20universe%20and,or%20maat%2C%20could%20be%20kept.">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8#:~:text=Gods%20created%20the%20universe%20and,or%20maat%2C%20could%20be%20kept.</a></p>	<p>Egypt's pharaohs expected to become gods in the afterlife. To prepare for the next world they erected temples to the gods and massive pyramid tombs for themselves—filled with all the things each ruler would need to guide and sustain himself in the next world.</p> <p>Pharaohs later stopped building pyramids to stop grave robbers.</p> <p><a href="https://www.youtube.com/watch?v=yxobDyMQgdl">https://www.youtube.com/watch?v=yxobDyMQgdl</a></p>	<p>The ancient Egyptians believed that when they died their spiritual body would continue to exist in an afterlife very similar to their living world. However, entry into this afterlife was not guaranteed. The dead had to negotiate a dangerous underworld journey and face the final judgment before they were granted access.</p> <p>Mummification is a process where the skin and flesh of a corpse can be preserved.</p> <p>Go through the process that the Egyptians went through to mummify a body.</p>	<p>Watch: Who was Tutankhamun? <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmk_hbk">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmk_hbk</a></p> <p>And then: Watch: Tutankhamun's tomb</p> <p>Tutankhamun's tomb was hidden for many centuries. It was covered in debris from other tombs and then hidden by workers' houses.</p> <p>In 1907 it was declared that there was nothing left to find at the Valley of the Kings but in 1922 the Egyptologist Howard Carter discovered the tomb. On the 17th February, 1923, the seal to the tomb was broken and a living human stepped inside for the first time in 3,200 years.</p> <p>The tomb contained 5,398 items, including: Tutankhamun's famous golden death mask a solid gold coffin thrones trumpets fresh linen a chariot a dagger made from meteorite iron.</p>	<p>The ancient Egyptians invented one of the earliest known writing systems used from around 3000 BC.</p> <p>The symbols they used were called hieroglyphs, which comes from a Greek word meaning 'sacred carving'.</p> <p>The ancient Egyptians believed that hieroglyphs had been invented by the gods.</p> <p>The Rosetta stone was discovered in 1799 AD. It is a three-foot high stone containing hieroglyphs, everyday ancient Egyptian language and a Greek translation. Since Greek was understood, the hieroglyphs could then be translated into modern European languages, so the Rosetta stone was the key to the hieroglyphic code.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zf4cxy_c">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zf4cxy_c</a></p> <p>The ancient Egyptians were around for over 3,000 years. They were the longest surviving civilisation ever! When pharaohs were not very good rulers then Ancient Egypt could suffer from famine, war and invasions by other empires. By around 1000BC Egypt had become divided by war, the south ruled by priests from Thebes, the north by the pharaohs. A lot of the great tombs were raided at this time by bandits.</p> <p>In 332BC Alexander the Great and his Greek army conquered Ancient Egypt and then made himself pharaoh. After this, the descendants of his general, Ptolemy ruled for nearly 300 years. In 30BC the Romans invaded Ancient Egypt and Emperor Augustus defeated Pharaoh Cleopatra VII.</p> <p>Cleopatra was the last pharaoh in Ancient Egypt. After her rule, Egypt became part of the Roman Empire.</p>
	Practice		<p>Table groups: Give the children the Ancient Egyptian timeline pictures cut up. Children sequence them correctly.</p>	<p>Look at paintings of activities on the River Nile and explain to your partner what they show.</p>	<p>Put a selection of photos of artefacts on each table. Include paintings on tomb walls.</p>	<p>Write down all the jobs you can remember in 2 minutes.</p>	<p>Research a pharaoh</p>	<p>Play name the Egyptian god powerpoint.</p>	<p>Explain the difference between a pyramid and a tomb.</p>	<p>Give the children cut up cards detailing the process. Children sequence the process in the correct order.</p>	<p>Recap what a newspaper looks like. What are the main features? Date, name of paper, catchy headline, facts, quotes, photos etc.,</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr</a></p> <p>Activity 2 – crack the hieroglyph code</p>

<b>Apply</b>		Draw a timeline / fill in a timeline with Ancient Egyptian era, stone age, Bronze Age, Iron Age, Roman invasion of Britain, Victorians	Write a non-chronological report about the River Nile	Write a sentence to explain how artefacts help us learn about the past.  Stick in photos and write a sentence to say what they are and what they tell us about life in Ancient Egypt.	Match the correct job to the job description. Stick or write them in books.	Write a fact file about the pharaoh you have researched.	Research Ancient Egyptian Gods: using the Ancient Egyptian Gods Information Print Out along with non-fiction books and the internet. They need to think about their god's appearance and what special power they had. The children write about their god and draw / stick in a picture. Children research more than one god if time and ability allow.  Share information about the god/s you have written about.	Explain why pharaohs built pyramids and then why they stopped building pyramids and chose to be buried in tombs in the Valley of the Kings.  Find at least 3 interesting facts about pyramids.	Write instructions to explain how to mummify a body.	Write a newspaper report about the discovery of Tutankhamun's tomb. Include explaining why this find is so significant in our knowledge of Ancient Egypt.	Give each child a cartouche shaped piece of plain paper. Children write their name or My name is... in hieroglyphs.	Draw / fill in a time line from the death of Rameses III to the Roman invasion.
<b>Reflect</b>		How do we know so much about the Ancient Egyptians?	Would Ancient Egypt have been such an important civilization without the Nile? Discuss.	Would life have been the same for rich and poor? Discuss the differences.	Which job would you prefer? Why?	Share information about the pharaohs.	How do the Egyptian gods compare to the Roman or Greek gods?	Did being buried in tombs stop the Pharaoh's graves being robbed?	Why was the Egyptian's belief in life after death good for archaeologists?	Why was the discovery important?	Why was the Rosetta stone important?	How did Egypt's religion change during this time?
<b>End of Unit Assessment:</b> Answer questions about each learning question.												