

Key Stage 2 2021-2022

Topic: Ancient Egypt Term: Advent 1

<p>National Curriculum Coverage</p> <p><u>History</u></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 Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China <p><u>Geography:</u></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><u>Art</u></p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Key Skills</p> <p><u>History Milestone 2</u></p> <p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. <p><u>Geography Milestone 2</u></p> <p><u>To investigate places</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <p><u>History Milestone 3</u></p> <p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. <p><u>Geography Milestone 3</u></p> <p><u>To investigate places</u></p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
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<u>Key Questions</u>	<u>Driver Words</u>	<u>Links</u>	<u>Key Language and Vocabulary</u>
<p>1. Front covers art/ knowledge harvest</p> <p>2. Where and when did the Ancient Egyptian civilisation begin?</p> <p>3. Artefact lesson: What was daily life like for people living in Ancient Egypt?</p> <p>4. What did the Ancient Egyptians believe?</p> <p>5. What is mummification and what is a pyramid?</p> <p>6. How did the Ancient Egyptians write and count?</p> <p>7. Who was Tutankhamun? Who was Howard Carter?</p> <p>8. Why is the River Nile so important?</p> <p><i>Suggested creative writes?</i> <i>Diary entry daily life.</i> <i>Instruction of mummification.</i> <i>Newspaper- discovery of tomb. Setting description inside pyramid.</i> <i>Poetry</i></p> <p>WOW END- dress up/food</p>	<p>Locate</p> <p>Chronology</p> <p>Discuss</p> <p>Compare</p> <p>Communicate</p> <p>Investigate & Interpret</p>	<p>Location- week 1</p> <p>Chronology- week 1</p> <p>Daily life- week 3</p> <p>Religion and Culture week 4</p> <p>Significant Figures- week 7</p> <p>Impact on modern day- week 6, 7</p> <p>Physical features - Hills, mountains, valleys, Bodies of water, Natural resources</p> <p>Human Features - Settlements, Leisure facilities, Transport, Farming, Reservoirs and dams, Power stations,</p> <p>Physical processes - Erosion, Water Cycle, Ocean Circulation, Climate Change, Earthquakes, Volcanoes</p> <p>Significant figures</p> <p>Impact on modern day</p> <p>Human processes - Transport, Trade, Settlements, Industry, Travel, Tourism, Pollution</p>	<p>Ancient, Civilisation, Culture, Chronology, pyramid, mummy, sarcophagus, papyrus, pharaoh, tomb, embalmer, slave, Tutankhamun</p>

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<p>1</p>	<p><u>Link: Daily Life</u></p> <p><u>Driver words: Compare</u></p> <p>LO: I can <u>compare different</u> ancient Egyptian death masks and create my own version for my book cover.</p> <p>Question: Why did the Egyptians use death masks? How do they differ for different people? Why?</p> <p>Resources: Art materials</p>	<p><i>Activities - Art</i></p> <p><i>Look at images of death masks. What do we notice – colours, materials, patterns, symbols? How are some different? Why is that? Explain why Egyptians used death masks to identify the body inside the mummy/sarcophagus. Plan own death mask using modern materials.</i></p> <p><i>Question to make links to other learning - Where else have we come across masks? (Mayans, Greeks)?</i></p> <p><i>Question to link to other Topics – link to Mayans and Greeks</i></p>	
<p>2</p>	<p><u>Link: Location, chronology</u></p> <p><u>Driver words: Locate, chronology</u></p> <p>LO: I can locate Egypt on a world map. I can describe the physical features in Egypt.</p> <p>Question: Where and when did the Ancient Egyptian civilisation begin?</p> <p>Resources:</p> <p><u>Maps, globes, blank maps to record location, map of physical features of Egypt, climate</u></p>	<p><i>What continent is Egypt in? Chn to use atlases to locate Egypt.</i></p> <p><i>Children to identify Egypt on their blank World map. They can also label surrounding seas and countries.</i></p> <p><i>What sort of country is it? Think about climate, landscape etc. Use atlases</i></p> <p><i>Chn to annotate their map of Egypt with notes on climate and physical features of Egypt. They can label cities and places of interest.</i></p> <p><i>When was the Ancient Egyptian empire? What else was happening at the same time/before and after?</i></p> <p><i>Chn to create a timeline demonstrating when other civilisations were.</i></p> <p><i>(Question to link to other Topics) Place Stone Age, Ancient Greeks, Mayans, Romans before or after ancient Egypt?</i></p>	<p>Free space for creative Literacy.</p>



<p>3</p>	<p>Link: Daily life</p> <p>Driver words: Investigate and interpret, communicate</p> <p>LO: I can <u>investigate</u> and <u>interpret</u> ancient Egyptian items and <u>communicate</u> their purpose.</p> <p>Question: Artefact lesson: What was daily life like for people living in Ancient Egypt?</p> <p>Resources:</p> <p>Artefacts as available, images,</p>	<p>Children to attempt to work out what various artefacts are and work in groups to record ideas in a brainstorm on large sugar paper.</p> <p>Regroup and get children to offer their opinions to the rest of the class. Now give out some (HA) or all (LA) of the explanations along with images.</p> <p>Chn to record correct explanations in their book (either by hand or by using given explanations).</p> <p>Discuss different roles within society – chn to complete a hieracrchy of Egyptian society in a triangle.</p> <p>(Question to link to other Topics) Do any of these items remind you of previous topics?</p>	
<p>4</p>	<p>Link: Religion and culture</p> <p>Driver words: Communicate, compare</p> <p>LO: I can <u>communicate</u> what the Ancient Egyptians believed and <u>compare</u> it to our own beliefs.</p> <p>Question: What did the Ancient Egyptians believe?</p> <p>Resources: Books, images of gods, information sheets</p>	<p>Children to share what they might already know about Egyptian beliefs and culture.</p> <p>Share information about Egyptian gods and cultural practices.</p> <p>Cghn to create a fact file about Egyptian beliefs.</p> <p>As a class, compare these beliefs to our own and record similarities and differences.</p> <p>Chn to record similarities to our beliefs and differences in a grid in their book.</p> <p>(Question to link to other Topics) What were the beliefs of other Ancient Civilisations – were they very different or similar to the Egyptians. (NB Year 4 will not have looked at Greeks).</p>	

<p>5</p>	<p>Link: Religion and culture</p> <p>Driver words: discuss, describe</p> <p>LO: I can <u>discuss</u> the ancient Egyptian practice of mummification. I can <u>describe</u> an ancient Egyptian pyramid.</p> <p>Question: What is mummification and what is a pyramid?</p> <p>Resources: materials to mummify an apple, sarcophagus form Class 3 or 5.</p>	<p>Share information about mummification and how it was carried out.</p> <p>Chn to mummify an apple following instructions.</p> <p>As a class, create a mind map about the pyramids, add extra information to ensure pupils have understood both the purpose behind and the possible construction of the pyramids.</p> <p>Chn to draw and describe a pyramid in their book.</p> <p><i>(Question to link to other Topics) What do other societies believe happens after death?</i></p>	
<p>6</p>	<p>Link: Daily life</p> <p>Driver words: communicate</p> <p>LO: I can <u>communicate</u> like an Egyptian – using their system of writing and counting.</p> <p>Question: How did the Ancient Egyptians write and count?</p> <p>Resources: Egyptian hieroglyphics and number system worksheet</p>	<p>Share hieroglyphics – origins and then examples.</p> <p>Chn to guess what they might mean.</p> <p>Give chn an 'Egyptian dictionary' and allow them to translate messages.</p> <p>Describe how the Egyptians counted</p> <p>Chn to record the Egyptian number system in their book and write out simple calculations.</p> <p><i>(Question to link to other Topics) Maths – who else do we know that used a different system for counting (Romans).</i></p>	
<p>7</p>	<p>Link: Impact on modern day</p> <p>Driver words: communicate</p> <p>LO: I can <u>discuss</u> the finding of Tutankhamun's tomb.</p> <p>Question: Who was Tutankhamun?</p>	<p>Share information about Howard Carter's story including significance of Tutankhamun – video.</p> <p>Chn to create short fact files about both people in their books.</p> <p><i>(Question to link to other Topics) Do you know of any other great discoveries of historical significance? (Coin hoards etc.)</i></p>	



	<p>Who was Howard Carter?</p> <p><u>Resources: Video/documentary about Howard carter.</u></p>		
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