

**Key Stage 2 2021-2022**

**Topic: Ancient Egypt      Term: Advent 1**

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

St Charles Catholic Primary School





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| <p><b>1</b></p> | <p><u><b>Link: Daily Life</b></u></p> <p><b>Driver words: Compare</b></p> <p>LO: I can <u>compare different</u> ancient Egyptian death masks and create my own version for my book cover.</p> <p><b>Question:</b> Why did the Egyptians use death masks? How do they differ for different people? Why?</p> <p><b>Resources: Art materials</b></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><b>2</b></p> | <p><u><b>Link: Location, chronology</b></u></p> <p><b>Driver words: Locate, chronology</b></p> <p>LO: I can locate Egypt on a world map. I can describe the physical features in Egypt.</p> <p><b>Question: Where and when did the Ancient Egyptian civilisation begin?</b></p> <p><b>Resources:</b></p> <p><b><u>Maps, globes, blank maps to record location, map of physical features of Egypt, climate</u></b></p> | <p><i>What continent is Egypt in? Chn to use atlases to locate Egypt.</i></p> <p><b><i>Children to identify Egypt on their blank World map. They can also label surrounding seas and countries.</i></b></p> <p><i>What sort of country is it? Think about climate, landscape etc. Use atlases</i></p> <p><b><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></b></p> <p><i>When was the Ancient Egyptian empire? What else was happening at the same time/before and after?</i></p> <p><b><i>Chn to create a timeline demonstrating when other civilisations were.</i></b></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> |



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| <p>3</p> | <p><b>Link: Daily life</b></p> <p><b>Driver words: Investigate and interpret, communicate</b></p> <p>LO: I can <u>investigate and interpret</u> ancient Egyptian items and <u>communicate</u> their purpose.</p> <p><b>Question: Artefact lesson: What was daily life like for people living in Ancient Egypt?</b></p> <p><b>Resources:</b></p> <p><b>Artefacts as available, images,</b></p> | <p><b>Children to attempt to work out what various artefacts are and work in groups to record ideas in a brainstorm on large sugar paper.</b></p> <p>Regroup and get children to offer their opinions to the rest of the class.<br/>Now give out some (HA) or all (LA) of the explanations along with images.</p> <p><b>Chn to record correct explanations in their book (either by hand or by using given explanations).</b></p> <p><b>Discuss different roles within society – chn to complete a hieracrchy of Egyptian society in a triangle.</b></p> <p>(Question to link to other Topics) Do any of these items remind you of previous topics?</p> |  |
| <p>4</p> | <p><b>Link: Religion and culture</b></p> <p><b>Driver words: Communicate, compare</b></p> <p>LO: I can <u>communicate</u> what the Ancient Egyptians believed and <u>compare</u> it to our own beliefs.</p> <p><b>Question: What did the Ancient Egyptians believe?</b></p> <p><b>Resources: Books, images of gods, information sheets</b></p>  | <p><b>Children to share what they might already know about Egyptian beliefs and culture.</b></p> <p>Share information about Egyptian gods and cultural practices.</p> <p><b>Cghn to create a fact file about Egyptian beliefs.</b></p> <p>As a class, compare these beliefs to our own and record similarities and differences.</p> <p><b>Chn to record similarities to our beliefs and differences in a grid in their book.</b></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>                 |  |

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| <p>5</p> | <p><b>Link: Religion and culture</b></p> <p><b>Driver words: discuss, describe</b></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><b>Question: What is mummification and what is a pyramid?</b></p> <p><b>Resources: materials to mummify an apple, sarcophagus form Class 3 or 5.</b></p> | <p>Share information about mummification and how it was carried out.</p> <p><b>Chn to mummify an apple following instructions.</b></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><b>Chn to draw and describe a pyramid in their book.</b></p> <p><i>(Question to link to other Topics) What do other societies believe happens after death?</i></p> |  |
| <p>6</p> | <p><b>Link: Daily life</b></p> <p><b>Driver words: communicate</b></p> <p>LO: I can <u>communicate</u> like an Egyptian – using their system of writing and counting.</p> <p><b>Question: How did the Ancient Egyptians write and count?</b></p> <p><b>Resources: Egyptian hieroglyphics and number system worksheet</b></p>  | <p>Share hieroglyphics – origins and then examples.</p> <p><b>Chn to guess what they might mean.</b></p> <p>Give chn an 'Egyptian dictionary' and allow them to translate messages.</p> <p>Describe how the Egyptians counted</p> <p><b>Chn to record the Egyptian number system in their book and write out simple calculations.</b></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><b>Link: Impact on modern day</b></p> <p><b>Driver words: communicate</b></p> <p>LO: I can <u>discuss</u> the finding of Tutankhamun's tomb.</p> <p><b>Question: Who was Tutankhamun?</b></p>  | <p>Share information about Howard Carter's story including significance of Tutankhamun – video.</p> <p><b>Chn to create short fact files about both people in their books.</b></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>   |  |



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