



Term 4

Unit Overview: LKS2 History

Ancient Egypt

Enquiry Question – What were the Ancient Egyptians achievements and what did it allow them to accomplish?

<p>National Curriculum link: The achievements of the earliest civilizations – an overview of when and where 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>Chronology:</p> <ul style="list-style-type: none"> - Know that history is broken into periods of time and that they fit together to form a narrative. Other periods of history happen concurrently in the world. <p>History Concepts:</p> <ul style="list-style-type: none"> - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structure accounts, including written narratives and analyses. - Describe and make links between main events, situations and changes within and across different periods. - Identify historically significant people and events. 	<p>What were the Ancient Egyptians achievements and what did it allow them to accomplish?</p> <p>Substantive knowledge: Concepts</p> <ul style="list-style-type: none"> ❖ Trade <ul style="list-style-type: none"> ○ The Nile as a ‘highway’ for domestic and international trade. ○ The import and export of good allow society to develop and grow. ❖ Governance/monarchy <ul style="list-style-type: none"> ○ Pharaoh’s role leading both kingdoms. ○ The centralised nature of the government. ○ The bureaucracy that was delivered and maintained by the scribal class. ❖ Civilisation/empire <ul style="list-style-type: none"> ○ The hierarchy of the social pyramid. ○ The roles undertaken by different tiers and the amount known about each tier being varied. <ul style="list-style-type: none"> ▪ How does the chronology of Ancient Egypt sit with what we already know? There were people in Egypt much earlier than the civilisation timeline would indicate. The Pre-Dynastic periods span many thousands of years further into the past. The Old Kingdom was first, then the Middle Kingdom and then the New Kingdom. ▪ How was Egyptian society structured? The role of the Pharaoh as ‘head of state’ is a consistent trend throughout the entire period of history. ▪ Why was the River Nile important to the Egyptians? The River Nile is the longest in the world at 4,130 miles long. There were strong cultural links with the Nile playing a role in mythology (Osiris and Isis myth) and the Hapi was the god of annual flood which reinforces the importance to their lives. The Nile was fundamental to life in the hot, desert climate. The settlements used the banks of the river for drinking water, fishing, hunting, transport for trade and leisure (only the wealthiest). The agriculture system allowed Egypt to flourish. It fed the population with surplus to export in return for good they could not produce domestically; this included contact with Greece, Rome and other civilizations including Sumer. It functioned as a highway to allow travel for varying purposes (trade, military or domestic reasons). ▪ How did agriculture advances support the civilization? Agriculture is a more efficient method of gathering food than hunter-gathering. It meant that people settled in one location to tend crops and rear animals. The main crops grown were a type of wheat, chickpeas and lentils, lettuce, onions, garlic, sesame, barley, corn, 	<p>Key Topic Vocabulary Civilisation, dynasty, location, river valley, irrigation, achievements, ancient, duration, settlement, trade, transport, pyramids, emperor</p> <p>Phonics / polysyllabic words Egyptians (suffixes) Embalmers Pharaoh /o/</p> <p>Key People Tutankhamen, Cleopatra, Hatshepsut, Thoth, Orsis, Anubis, Re/Ra, Hathor</p> <p>Support: In order to access:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Identify details from several themes, societies, events and significant people covered in local, national and global history. - Sequence some events, objects, themes, periods and people from topics covered. <p>History Concepts:</p> <ul style="list-style-type: none"> - Provide a reason why two accounts of the same event might differ. - Describe some relevant causes for, and effects on, some of the key events and developments covered.
---	--	--



Term 4

Unit Overview: LKS2 History

Ancient Egypt

Enquiry Question – What were the Ancient Egyptians achievements and what did it allow them to accomplish?

<ul style="list-style-type: none"> - Identify and give reasons for, results of, historical events, situations and change. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> - 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. - Understand how knowledge of the past is constructed from a range of sources. 	<p>papyrus and flax. The use of ox-drawn ploughs and hoes improved the planting stage in the fertile soil the sickle also made harvesting a more efficient process.</p> <ul style="list-style-type: none"> ▪ <u>What was the role of the scribe in society and why were they important?</u> Ancient Egyptian culture valued the written word. It was created by the god Thoth according to tradition to make Egyptians wiser. The hieroglyphic system is rather complex because as well as there being over 1,000 individual symbols, they can stand for multiple things. Ideogram – and idea or concept. Phonogram – represents a sound. Determinatives – help to specify a meaning of a word. Scribal education began at a young age and the people that joined the school normally came from wealthier backgrounds. It took a number of years to master the basics of hieratic and hieroglyphics but some would study much longer to be able to truly master the art. ▪ <u>How did the Ancient Egyptians prepare for afterlife?</u> The Egyptians worshipped a huge number of gods that 'guided' every aspect of lives. Deities such as Osiris, Anubis, Re/Ra and some lesser-known ones such as Hathor, goddess of music, dancing and drunkenness but also associated with the Milky Way as a reflection of the Nile River. The process of mummification changed through the period in various respects. Culturally, mummification was based around the resurrection of the body. In the myth of Osiris, he is murdered by his brother Seth and mummified by his sister Isis. <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> ❖ Sequence different kingdoms chronologically and using language associated with chronology (sequence, scale, duration, interval). ❖ Discuss the role of the River Nile and why it was significant in Egyptian life. Associate the importance with the civilisation's development (Agriculture and travel). ❖ Make links from geographical features to their impact on people's lives in the past. ❖ Find evidence to answer questions. ❖ Discuss the various sources of evidence we have for the Egyptians and how they help us learn about the past. ❖ Understand and explain the benefits of agriculture through discussing a range of sources and how they link together. ❖ Identify how they made agriculture better and helped produce a food surplus. Make connections to tool use today. ❖ Discuss the societal pyramid and consider it as a 'high-ranking role' in Egyptian society. ❖ Use sources of evidence related to writing and how they are important to our understanding of Egyptian life and society today. 	<p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> - Ask valid questions for enquiries and answer using a number of sources. - Understand how sources can be used to answer a range of historical questions. <p><u>Extend:</u></p> <p><u>Chronological Understanding:</u></p> <ul style="list-style-type: none"> - Identify and describe a range of people, events and developments throughout the Ancient Egyptian period. <p><u>Historical Concepts:</u></p> <ul style="list-style-type: none"> - Explain independently why a historical topic, event or person was distinctive or significant. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> - Independently devise significant historical enquiries to produce substantiated and focused responses. - Comment on the usefulness and reliability of a range of sources for particular enquiries.
---	--	---



Term 4

Unit Overview: LKS2 History

Ancient Egypt

Enquiry Question – What were the Ancient Egyptians achievements and what did it allow them to accomplish?

	<ul style="list-style-type: none"> ❖ Link and connect achievements with aspects of Egyptian culture and consequences. ❖ Make links between Egyptian religion (aspect of culture) and those already studied. ❖ Record answers to key questions. 	
<p>Learning Journey Questions</p> <p>When was Ancient Egypt and how long did it exist for?</p> <p>How was Egyptian society structured?</p> <p>Why was the Nile significant for the Ancient Egyptians?</p> <p>How did agriculture advances support the civilization?</p> <p>What was the role of the scribe in society? – their importance to us today.</p> <p>What did the advances allow the Egyptians to accomplish?</p>	<p>Prior learning:</p> <ul style="list-style-type: none"> - An overview into the ‘Achievements of the Earliest Civilizations’ - Ancient Egypt, Shang Dynasty, Ancient Sumer and Indus Valley. 	<p>Future learning</p> <ul style="list-style-type: none"> • Children will study Ancient Egypt – What were the Ancient Egyptian achievements and what did allow them to accomplish? • In UKS2 children will explore the achievements of Ancient Greece.
<p>Reading opportunities</p> <p>Pharaoh’s Daily Routine</p>	<p>British Values</p> <ul style="list-style-type: none"> • Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. • Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society. • Democracy: Consider how the Ancient Civilisations might have used democracy and think about questions such as: Why is democracy important? What would it be like without it? Do we all get a ‘say’ in today’s society? <p>Christian Values</p> <ul style="list-style-type: none"> • Courage: Children will understand that all civilisations have influenced life today and all new ideas have shaped the world in some way. • Respect: Children will understand the culture of ancient civilisations and what important inventions and legacies they have left us in the modern world. • Trust: Children will have a sense of enjoyment and fascination when learning about themselves, others and ancient civilisations. They will appreciate that different societies have different beliefs and ideas. 	