

*Inspiring and enabling our school community to live life to the full*



**YEAR FIVE**

**Subject: History**  
**Unit Title: Ancient Egypt**

*Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.*

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

For other periods studied:

- Timeline of main events across time periods
- Timelines- how did life change over time
- Discussion about how farming changed the way people lived
- Study of photos of Artefacts for other periods studied \*Artefact box from Reading Museum
- Religious beliefs

Vocabulary from KS1 and lower KS2:

history, past, present, modern, nowadays, Victorian, artefact, source, timeline, year, century, eyewitness, ancient, modern, BC, AD, invade, settle, migrate, settlement, immigration migration, refugee, nobles, warriors

**Key Vocabulary taught in this unit:**

Ancient civilization, civilize, community, archaeological ,valley, desert, pharaoh, tomb, Canopic, Aket, Peret, Shema, government, vizier, scribe, names of different Gods (e.g. Osiris, Isis, Anubis, Horus, Khepri) scarab hieroglyphics, sphinx, pyramid, valley of the Kings, sarcophagus, empire, Nile, Nile delta, Rosetta stone, shaduf, black land, red land, fertile, dynasty, pre dynastic, kingdom, mummification, King Menes, Ramesses, Cleopatra, Alexander the Great, Howard Carter, Lord Carnavon

**Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

**Would include objectives from the NC – Taken from overviews we have been completing (using exact wording from NC)**

**Sequence events and develop a chronologically secure knowledge of British, local and world history** - Children create a time line for time periods of history studied so far and place ancient Egypt on the time line

**Establish clear narratives within and across the periods studied**- children draw a time line of ancient Egyptian history which includes dates and main events; these periods of ancient Egyptian history are then studied from the early Egyptian settlers to the fall of the Ancient Egyptian civilisation

**Note connections, contrasts and trends over time** – Study of artefacts found from the ancient Egyptian era and discuss what it tells us about life and beliefs at the time; Egyptians belief in the Gods and the afterlife; How society was organised: era of dynasties. Study Egyptian hierarchy (look at roles of pharaoh, vizier, scribe, priest, craft worker and workers/servants)

**Use historical terms appropriately**- Ancient civilization, civilize, community, archaeological ,valley, desert, pharaoh, tomb, Canopic, Aket, Peret, Shema, government, vizier, scribe, names of different Gods (e.g. Osiris, Isis, Anubis, Horus, Khepri) scarab hieroglyphics, sphinx, pyramid, valley of the Kings, sarcophagus, empire, Nile, Nile delta, Rosetta stone, shaduf, black land, red land, fertile, dynasty, pre dynastic, kingdom, mummification, King Menes, Ramesses, Cleopatra, Alexander the Great, Howard Cart, Lord Carnavon

**Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance** - When did the Ancient Egyptians live?

Where did the Ancient Egyptians live? Why did they gradually move closer to the River Nile? Why was the river Nile significant to the Ancient Egyptians? Why did the ancient Egyptians stop building pyramids? What do the Egyptians believe about life after death? What did the people of the time achieve? What was significant about the New Kingdom? What was significant about the Greek and Roman Egypt? How did Cleopatra die? Which was the most powerful dynasty? Who was the most powerful pharaoh? When and why did the ancient Egyptian era end?

**The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt-** In depth study of the Ancient Egyptian civilisation which includes a focus on their achievements

**Impact / Outcome:**

**What will the final product / result be?**

Children will be able to explain the main achievements of the ancient Egyptians and be able to talk about some of the pharaohs that ruled and how we know about the civilisation from major archaeological discoveries for example Howard Carter's discovery of King Tutankhamun's tomb.

**P4C Inquiry (where appropriate)**

Is it ever right to disturb someone's final resting place?