

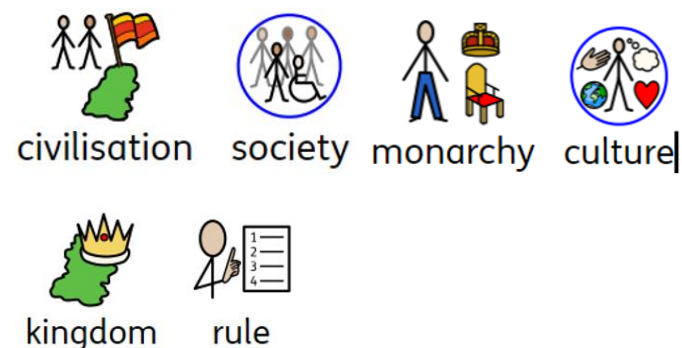
# YEAR 4 Summer Term – What was ancient Egyptian civilisation like?

We focus on the attitudes, beliefs, and ways of life, which seem very remote to us today, and on the way we can build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. Not that you should focus too much of this topic on chronology. A focus on the Gift of the Nile, the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived.

But this must be much more than simply a study of Ancient Egypt. The curriculum insists that pupils learn about other ancient societies from that time. There is a sixth key question which asks pupils to simply investigate what societies in Mesopotamia, the Indus valley, Ancient Sumer and Shang Dynasty all had in common and not treat each separately - have fun but stick to the key questions which focus the learning. You will notice that there is a home study on pyramids. This is designed to aid pupils' ability to ask their own research questions, on the one hand, and to cash in on their innate interest in the topic to fire their creative imagination and independent learning skills and to free up class time.

**Outdoor Opportunities – Making an Egyptian tomb in the environmental area**

## Substantive Concepts



## Disciplinary concepts

Sources and evidence, similarity and difference, historical significance, change and continuity.

## Prior knowledge



## Prior knowledge

Historical Significance, Change and Continuity, Sources and Evidence Similarity and difference, Cause and Consequence (Stone Age to Iron Age civilisation and Roman civilisation)

**Hook/use of outdoor area/trips:** Knowledge run activity, building a tomb full of treasures to role play being an explorer/archaeologist

**Cross-curricular links:** Book – *The Secret of the Sun King* by Emma Carroll

Key questions Content coverage/concepts/ timeline	The knowledge intended to be taught. What will they learn? What skill will they be learning?	Learning Activities	Learning resources	Outcomes/ assessment
<p><b>What can we quickly find out to add to what we already know about Ancient Egypt?</b></p> <p><i>Pupils complete an information run to build their knowledge on ancient Egypt.</i></p>	<p>Pupils are able to <b>locate Ancient Egypt in time and place</b> and recognise iconic features of their civilisation. They identify features that would NOT have been present in Ancient Egypt e.g. tractors, water flask.</p>	<p>Pupils look at a <b>placemat of Egyptian features</b> to release prior knowledge and introduce vocabulary. <b>Watch video clip 1</b>, and then complete an <b>information run</b>, to gather new information. <b>Spot the deliberate mistakes</b> on the anachronism slide image, identifying what is wrong and what the ancient Egyptians would have used instead.</p>	<p><b><u><a href="#">KQ1 PowerPoint: What can we quickly find out to add to what we already know about Ancient Egypt?</a></u></b>  <b>Placemat</b> on slide 2  <b>video clip 1:</b>  <a href="http://www.bbc.co.uk/education/clip/s/zsgs4j6">http://www.bbc.co.uk/education/clip/s/zsgs4j6</a>  <b>RS1 statements</b> for information run.  <b>Slide 4 Anachronism image and RS2</b> answer sheet</p>	<p>Pupils create a simple mind map which they will add to later as topic unfolds.</p>
<p><b>How can we discover what Ancient Egypt was like over 5,000 years ago?</b></p>	<p>Pupils are able to <b>locate the Nile valley on a world map</b> &amp; make deductions from map evidence. Pupils grasp <b>importance of the Nile</b>. They can explain that the Nile provided not</p>	<p><b>Planning the expedition</b> Pupils plan an archaeological expedition. Working against the clock, they must find the pyramids</p>	<p>Teacher provides <b>artefacts:</b>  Explorers hats, archaeologists trowels, torches for exploring dark</p>	<p>Annotation of image to identify important features and the</p>

<p><i>Pupils plan an expedition as expert archaeologists, but they need to know what clothes to wear (climate) and where to start investigating (desert or Nile valley?)</i></p>	<p>only water for crops, but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport. They can explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.</p>	<p>with the treasure that is in danger of being looted by thieves. Pupils locate sites for pyramids and temples. Pupils carry out a <b>Zone of inference picture analysis</b> - Nebamun out hunting.</p>	<p>tombs  <b><u><a href="#">KQ2 PowerPoint: How can we discover what Ancient Egypt was like over 5,000 years ago?</a></u></b>  <b>RS1 Zones of inference</b> template.</p>	<p>deductions we can make as historians.</p> <p>Comments in three zones: what I can see, what I can work out, what I don't know/need to know.</p>
<p><b>What sources of evidence have survived and how were they discovered?</b></p> <p><i>What secrets of Ancient Egypt are revealed by the pyramids?</i></p>	<p>Pupils can <b>list different types of evidence:</b> pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs. They grasp that our understanding of Ancient Egyptian civilization comes from the last 200 years, and that Ancient Egyptians wrote in hieroglyphics, which must be deciphered in order to understand the society.  <b>Pupils can explain why pyramids were built.</b></p>	<p><b>Reconstruction relay</b> recreating Sir Howard Carter's opening of Tutankhamun's tomb (with artefacts).</p> <p>Models of report writing e.g. Heinemann's Big Book on Howard Carter and the opening of Tutankhamun's tomb.</p> <p>Problem-solving using film clip from <i>Prince of Dreams</i>, which suggests it was slaves, followed by an investigation, with clues suggesting it wasn't!</p>	<p><b><u><a href="#">KQ3: Opening of Tutankhamun's tomb</a></u></b></p> <p><a href="http://www.keystagehistory.co.uk/keystage-2/so-who-did-build-the-pyramids/">http://www.keystagehistory.co.uk/keystage-2/so-who-did-build-the-pyramids/</a></p> <p>BBC has a range of clips of building the pyramids to complement the British Museum's site.</p>	<p>Pupils recount the opening using their own experience and Carter's recollections</p> <p>Focus on adjectives to describe what they discovered and their feelings entering the tomb.</p>

<p><b>What does the evidence tell us about everyday life for men, women and children?</b></p> <p><i>Pupils know that people were buried with miniature items related to their life/job. Pupils match looted items from tombs to their real owner.</i></p>	<p>Pupils grasp that this is a very hierarchical society. Pupils can explain that most men were farmers. Women spent much time baking bread, collecting water, etc. Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.</p>	<p><b>King Den's sandals: what can we learn from an ancient label?</b> Teacher-led using notes in core text.</p> <p><b>Crimewatch 2000 BC: Tomb robbers</b> Pupils consider a collection of grave goods which have been looted from four tombs. Can the pupils return the goods to the right owners, thereby allowing them to enter the next world.</p> <p><b>Watching two videos</b></p>	<p><b><u>KQ4</u></b> <b><u>PowerPoint: What does the evidence tell us about everyday life for men women and children?</u></b></p> <p>9 minute film on daily life: <a href="http://www.bbc.co.uk/education/clip/s/zjhsb9q">http://www.bbc.co.uk/education/clip/s/zjhsb9q</a></p> <p>2 minute clip about working life: <a href="http://www.bbc.co.uk/education/clip/s/zgkd7ty">http://www.bbc.co.uk/education/clip/s/zgkd7ty</a></p>	<p>Pupils annotate a picture of one of the owners of the robbed goods showing how their possessions helped explain their occupation.</p>
<p><b>What did the Ancient Egyptians believe about life after death and how do we know?</b></p> <p><i>Pupils explore why it was necessary-to preserve the person's body for their difficult journey into the afterlife, and about the significance of the</i></p>	<p>Pupils can <b>sequence the stages of mummification</b>, and grasp the importance of the afterlife to Egyptian beliefs.</p> <p><b>The Book of the Dead</b> was written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife. Hieroglyphics have helped us to understand this source.</p> <p>Pupils understand the</p>	<p><b>Mantle of the expert: helping the hopeless embalmer</b></p> <p><b>From page to stage.</b> Pupils take on role of one of the figures in a section of a Weighing of the Heart ceremony and explain their role.</p>	<p><b><u>Helping the Hopeless embalmer</u></b></p> <p>Mummification process: <a href="https://www.bbc.co.uk/bitesize/articles/zrcg2sg">https://www.bbc.co.uk/bitesize/articles/zrcg2sg</a></p> <p><b>Understanding the Book of the Dead: from page to stage</b> Ani's story <a href="http://www.british">http://www.british</a></p>	<p><b>Common assessment task</b> on Egyptian beliefs.</p> <p>Pupils annotate the scene of the weighing of the heart, to APPLY their knowledge and understandin</p>

<p><i>good luck charms.</i></p>	<p>importance of <i>maat</i>, creation myths and the role of gods and goddesses</p>		<p><a href="http://museum.org/learning/schools_and_teachers/resources/all_resources-1/resource_mummification.aspx">museum.org/learning/schools_and_teachers/resources/all_resources-1/resource_mummification.aspx</a></p>	<p>g.</p>
<p><b>What did Ancient Egypt have in common with other civilisations from that time?</b></p>	<p>Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can <b>locate them approximately on a map:</b></p> <ul style="list-style-type: none"> <li>• Indus valley</li> <li>• Sumer (Mesopotamia Modern Iraq)</li> <li>• Shang dynasty China.</li> </ul>	<p><b>Gallery.</b> Pupils are shown maps to explain where the other significant ancient civilizations grew up. Using a gallery of images from these civilizations, pupils have to work out what these civilizations had in common.</p> <p>Pupils <b>research</b> one chosen civilization and prepare a PowerPoint presentation</p>	<p><b><u>KQ6 PowerPoint What did Ancient Egypt have in common with other civilizations from that time?</u></b> BBC KS2 website for pupil research: Indus Valley <a href="http://www.bbc.co.uk/guides/z9mpsbk">http://www.bbc.co.uk/guides/z9mpsbk</a> Shang dynasty <a href="https://www.bbc.co.uk/education/topics/z39j2hvr/resources/1">https://www.bbc.co.uk/education/topics/z39j2hvr/resources/1</a> Ancient Sumer <a href="https://www.bbc.co.uk/education/clips/z9sxv4j">https://www.bbc.co.uk/education/clips/z9sxv4j</a></p>	<p>Pupils write four sentences explaining what the featured civilizations had in common.</p> <p>Pupils present a <b>group PowerPoint presentation</b> on one of the three civilizations other than Egypt.</p>