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| Unit of study: Ancient Egypt | | | |
| Overarching question: What were the achievements of the Ancient Egyptian civilisation and how do these impact us today? | | | |
| Threads: Civilisation and legacy | | | |
| Learning Objective | History & Geography content | Learning Outcome | Key Knowledge/Skills |
| Can I locate and name, counties and cities around the world on an atlas and describe these place locations in comparison to other countries/cities?  (locate Egypt) | Children will locate Egypt on a map as well as using an atlas to find Egypt’s major cities, rivers and places of interest. | Can I explain why many cities of the world are situated by rivers and why people are attracted to live by them? (e.g. Ancient Egyptians – importance of the River Nile)  Can I explain how some of Ancient Egypt evolved over time and how settlement patterns and land use changed?  Can I locate the Northern hemisphere, Southern hemisphere, equator and lines of longitude and latitude on a map?  Can I describe physical features of Egypt and the UK? | Children will learn about the geography of Ancient Egypt looking at both physical and human geography.  They will also look at the geography of Egypt today and compare it to the Ancient Egypt of the past. |
| Can I name and locate many of the world’s major rivers on a map/atlas? (Including in-depth study of River Nile whilst studying Ancient Egypt) | Children will study the human and physical geography of the Nile. | Can I explain why many cities of the world are situated by rivers and why people are attracted to live by them? (e.g. Ancient Egyptians – importance of the River Nile)  Can I explain why water is such a valuable commodity? | Children will look at the uses of the River Nile both in the past and in present day.  They will understand that the human geography of the River Nile looks at how humans use the river and how they have benefitted from it in both the modern day and in the time of the Ancient Egyptians. |
| Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? | Children will research Ancient Egyptian artefacts focusing on their purpose and comparing them to their modern day equivalent. | Can I seek out and analyse a wide range of evidence in order to justify claims about the past?  Can I understand that no single source of evidence gives the full answer to questions about the past?  Can I use a wide range of sources of evidence to deduce information about the past?  Can I use literacy, numeracy and computing skills to a high standard to communicate information about the past? | Children will look at different Ancient Egyptian artefacts. They will raise questions about the artefacts and complete their own research to answer these questions.  They will also compare these items to their equivalent modern day items. |
| Can I use dates and historical terms accurately in describing events? | Children will create a time line of Ancient Egypt. They will also look at other important historical events/ civilisations that were taking place before, after and during this time period. | Can I place features of historical events and people from past societies and periods in a chronological framework?  Can I use original ways to present information and ideas? | Children to create a timeline of the important events in Ancient Egypt.  They will also look at what happened before and after the events on the timeline.  Children will look at what else was happening in the world at the time of their timeline; they should recognise that multiple important events can be happening in different places at the same time.  They should also understand that certain time periods, which we have studied throughout school, overlap and have impacted one an other. |
| Can I describe the human features of an area and explore how they have changed over time? | Children will look at the everyday lives of Ancient Egyptians looking at all social classes as well as men, women and children. | Can I understand how our knowledge of the past is constructed from a range of sources?  Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? | Children will understand what is meant by a civilisations.  They will also have an understanding of the daily life of the Ancient Egyptians- looking at the daily lives of all social classes as well as men, women and children.  Children will compare the Ancient Egypt civilisation with others that they have studied as well as to our current civilisation. They will look at both similarities and differences. |
| Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences? | Children will learn about the purpose of the Pyramids as well as how they were built. | Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences?  Can I use literacy, numeracy and computing skills to a high standard to communicate information about the past?  Can I use original ways to present information and ideas? | Children will understand the purpose of the pyramids and how they were built.  Children will also look at the early Pharos, who were buried there. |
| Can I describe the social, ethnic, cultural or religious diversity of past society? | Children will be able to explain the mummification process. | Can I understand how our knowledge of the past is constructed from a range of sources?  Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy? | Children will understand the mummification process and why it was used by the Ancient Egyptians.  They will also learn about the Valley of the Kings and its importance and purpose. |
| Can I describe the social, ethnic, cultural or religious diversity of past society? | Children will understand the importance of the Ancient Egyptian Gods and Goddesses. They will also compare them to other civilisations deities. | Can I describe the social, ethnic, cultural or religious diversity of past society?  Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?  Can I make connections and contrasts between different time periods studied and talk about trends over time? | Children will learn about the different Ancient Egyptian Gods and Goddesses.  They will learn about Ancient Egyptian religion and culture and how this impacted daily life.  Children will also compare the Ancient Egyptian gods with those of other civilisations they have learnt about (Romans, Greeks and the Anglo Saxons). |
| Can I describe the social, ethnic, cultural or religious diversity of past society? | Children will understand the hierarchy of Ancient Egypt and how it was ruled. | Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?  Can I describe the social, ethnic, cultural or religious diversity of past society? | Children will learn about the ruling powers of Ancient Egypt. They will learn about Ancient Egyptian government and how the people of Ancient Egypt were ruled and what rights they had.  Children will then compare this with other time periods and civilisations. |
| Can I describe the social, ethnic, cultural or religious diversity of past society? | Children will look at women in power during the Ancient Egyptian times. They will look at how unusual this was and explain the importance of this. | Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? | Children will learn about women in power looking particularly at Cleopatra and Hatshepsut  They will compare this with other civilisations and time periods. |
| Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy? | Children will discover what inventions and technology were invented in Ancient Egypt and compare this to modern day. They will also explain the legacy of the Ancient Egyptians and what this means. | Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another?  Can I explain how some of Ancient Egypt evolved over time and how settlement patterns and land use changed? | Children will learn about the new inventions and technology that were created by the Ancient Egyptians and compare them to the modern day.  Children will learn about the legacy of the Ancient Egyptians and understand how the world we live in today has been impacted by this legacy. |
| Can I understand and use appropriate historical vocabulary to communicate- including dates, time period, era, chronology, continuity, change, century, decade and legacy? | Children will explain how the Ancient Egyptian civilisation ended and what happened after this. | Can I understand the concepts of continuity and change over time, representing them, along with evidence?  Can I explain how some of Ancient Egypt evolved over time and how settlement patterns and land use changed?  Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? | Children will understand why the Ancient Egyptian civilisation came to an end.  They will learn that there was not just one cause of the decline and fall of Ancient Egypt and that this happened over a period of time; not all at once. |