

## Year Four: History



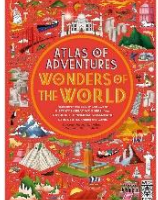
### The Ancient Egyptians

#### Enquiry Question

Were the Maya or the Egyptians more spiritual?

#### About this unit

Children understanding when the Ancient Egyptians lived before learning about Egyptian society and Egyptian spirituality (daily life).

National Curriculum Objectives	'Sticky Knowledge' & Skills	'Big Six' Vocabulary						
<p>Pupils should be taught about 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</p>	<ol style="list-style-type: none"> <li>1. I know where and when the Ancient Egyptians lived, including the Valley of the Kings and the Pyramids of Giza.</li> <li>2. Archaeology - The discovery of Tutankhamun was significant; I know some items that were found in his tomb including a sarcophagus.</li> <li>3. Spirituality - I can describe the process of mummification and name some Egyptian Gods</li> <li>4. Farming - I understand the importance of the River Nile</li> <li>5. Society - I understand the structure of Egyptian society, including the pharaoh, scribes and peasants.</li> </ol>	<table border="1"> <tr> <td>Valley of the Kings</td> <td>Pharaoh</td> <td>Afterlife</td> </tr> <tr> <td>Tutankhamun</td> <td>Mummification</td> <td>Spiritual</td> </tr> </table>	Valley of the Kings	Pharaoh	Afterlife	Tutankhamun	Mummification	Spiritual
Valley of the Kings	Pharaoh	Afterlife						
Tutankhamun	Mummification	Spiritual						
Prior Learning	Key Questions	Future Learning						
<p><b>Year Three:</b> Children learnt about the Bronze and Stone Ages and how life changed.</p> <p><b>Year Four:</b> Earlier in Year Four, children learnt about the achievements of one of the earliest civilizations, the Maya.</p>	<p>Lesson:</p> <ol style="list-style-type: none"> <li>2. How long ago did Tutankhamun live?</li> <li>3. What can we infer from historical artefacts?</li> <li>7. How can we learn about the past like Howard Carter?</li> <li>10. Why was the River Nile vital to the Ancient Egyptians?</li> <li>12. What is the same about the Egyptians and the Maya? What is different?</li> </ol>	<p><b>Year Five:</b> Children will learn about the Anglo-Saxons and the Vikings. They will continue to build upon their historical knowledge, discovering new ways in which previous civilisations have shaped modern-life.</p> <p><b>Year Six:</b> Children will learn about the Ancient Greeks, their way of life and their achievements.</p>						
Key Texts	Assessment Opportunities	Unit Outcome						
  	<p>Children can:</p> <ul style="list-style-type: none"> <li>✓ Locate Egypt and some key historical sites (pyramids/valley of the kings).</li> <li>✓ Name Egyptian pharaoh/s</li> <li>✓ Name some Egyptian gods and why they were important to the Egyptians.</li> <li>✓ Explain how Egyptians prepared for the afterlife</li> <li>✓ Discuss what was important in Egyptian daily life.</li> </ul>	<p>Children discuss and explain what was most important to the Egyptians in their daily lives (river Nile (seasons), spirituality (pyramids/tombs), education (hieroglyphics), etc. before comparing Egyptian life to that of the Maya.</p>						

Learning Sequence	1	2	3	4	5	6	7	8	9	10	11	12
	Experience lesson What is mummification?	When did Tutankhamun live?	Interpreting historical artefacts (Egyptian amulets)	What did the Ancient Egyptians believe in?	What did the Ancient Egyptians believe in?	Who was Howard Carter?	What skills are needed by an archaeologist such as Howard Carter?	Where is the Sphinx located? Where is the Valley of the Kings?	Why were the pyramids/ Sphinx built? Who were the pyramid builders?	Why was the River Nile so important?	Compare an Egyptian cartouche and a Maya stela.	Were the Egyptians or the Maya more spiritual?