

National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Artefacts



Rosetta Stone



Mud brick house



Canopic jars



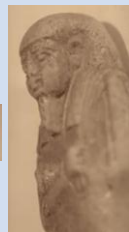
Wall paintings and Stone reliefs



Pectorals



Amulets



Cause and Effect

Why was the River Nile so important to ancient Egyptians?

Why did Egyptians mummify some of the dead?

How do we know so much about ancient Egyptians?

Why did Egyptians develop papyrus paper?

Ancient Egypt Causes and Effects

The Nile flooded every year...

Lots of people lived near the Nile...

The Egyptians developed papyrus paper...

The Egyptians mummified some of their dead...

The Egyptians created a water pump...

Lots of Egyptians shaved their heads...

They developed surgical tools...

A huge library was built at Alexandria...

The pyramids were built...

The Egyptians kept track of time...



Vocabulary

Civilisation	A large group of people with a common language, way of life and governance.
Fertile	Soil which is rich with nutrients.
Grave goods	Objects buried with a dead person.
Hieroglyphics	A writing system using symbols and pictures.
Sarcophagus	
Mummification	The process of preserving a dead body as a mummy.
Papyrus	A plant that grows along the River Nile which used to make paper.
Pharaoh	A ruler of ancient Egypt.
River Nile	A river in North Africa which is the longest in the world.

Session	Key Learning: What was important to ancient Egyptians?
1	<p><b>Where and when did the first civilisations appear? Chronology and artefacts</b></p> <p>Developing questioning skills using sources about civilisations.            Reviewing use of vocabulary in this unit – particularly ancient and civilisations.            Group activity using questioning skills, comparing artefacts and thinking like a historian.</p>
2	<p><b>Why was the River Nile so important to ancient Egyptians? Cause and Effect and Chronology</b></p> <p>Discuss chronology and relate to last History unit.            Explain the significance of the River Nile and Rivers to other civilisations.            Identify key geographical features.</p>
3	<p><b>How do we know so much about ancient Egyptians? Chronology, Artefacts and Cause and effect</b></p> <p>Evaluate the importance of ancient Egyptian hieroglyphics.            Describe Rosetta Stone significance and identify how hieroglyphics changed over time.            Create a timeline.</p>
4	<p><b>What do sources suggest about religious beliefs in ancient Egypt?</b></p> <p>Use a range of sources to explore the importance of various gods and goddesses.            Discussion and questioning in groups to explore what these sources suggest.</p>
5	<p><b>What did people in Ancient Egypt believe happened after death?</b></p> <p>Investigate beliefs about the afterlife in Ancient Egypt.            Explanation of what Egyptians believed about the afterlife and exploration of the process of mummification.            Mummifying a tomato class activity.</p>
6	<p><b>Who ruled ancient Egypt and what happened to them when they died?</b></p> <p>Evaluate continuity and change by identifying what happened to pharaohs when they died.            Comparison activity and review of the three main periods.</p>