



Subject
History-Year 4
Unit: Ancient Egypt

Concepts
Religion, Society

Sequence of Learning
<ul style="list-style-type: none"> Time line to show when The Egyptian period came in relation to Stone Age– Iron Age, Romans and Mayans. Hierarchy of society and their roles. Religious beliefs– afterlife and discuss how the Egyptians were buried. Importance of Tutankhamun’s tomb. How the civilisations were built around rivers for trade and travel Understand why Egyptians built the Pyramids. What have we learnt about how the Egyptians lived and their beliefs?

Current Vocabulary	New Vocabulary
Chronology	Trend
Era/period,	Contrast
Opinion	BC, AD.
Change	Ancient
Community	Civilisation
Hunters/Gatherers	Hierarchy
Clans/Tribes	Pharoah
Roman/Mayan civilisation	Officials
	Priest
	Scribes
	Artisans
	Peasants
	Afterlife
	Burial
	Gods/Goddesses
	Tutankhamun’s tomb

Trip/Visitor
Egyptian workshop– ‘Plan my school

Prior Learning	New Learning	Future Learning
<p><u>Substantive</u></p> <p>Iron Age people lived in communities</p> <p>Romans introduced straight roads, stone buildings, canals, reading, writing and heating and sewage systems.</p> <p>The Mayans left a legacy of art, architecture and scientific achievements.</p> <p>People in Iron Age Britain believed in powerful spirits.</p> <p>Gunpowder Plot– disagreements between Catholics and Protestants.</p> <p><u>Disciplinary</u></p> <p>Identify and explain why aspects of a theme, period, society, person or historical account are significant.</p> <p>Use evidence to build up a picture of a past event or aspect of life.</p>	<p><u>Substantive (Religion, Society)</u></p> <p>Ancient Egyptian civilisation was between 3100BC and 30BC.</p> <p>Know the hierarchy of the society– Pharaoh, Officials and Priest, Scribes, Artisans and Peasants and their roles.</p> <p>Egyptians worshipped gods and goddesses. They believed in afterlife which influenced how they buried the dead.</p> <p>The Egyptians worshipped gods and goddesses.</p> <p>Importance of Tutankhamun’s tomb.</p> <p>Many ancient civilisations were built around rivers for benefits of water, food and transportation. River Nile used for travel and trade.</p> <p>Understand why Egyptians built the Pyramids.</p> <p><u>Disciplinary (Historical Significance and Historical Enquiry)</u></p> <p>Begin to describe how these aspects of a theme, period, society, person influence life today.</p> <p>Devise a range of valid questions for different enquiries and construct substantiated, informed responses, using a range of historical sources including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p>	<p><u>Substantive</u></p> <p>Anglo-Saxons came to Britain to find land to farm. Children didn’t go to school, girls helped around the home and boys learnt skills from their fathers.</p> <p>Victorian times-Jobs for children in mining, factories. Lord Shaftsbury and the Children’s Act.</p> <p>Social Reform Bills– growth of population and development of capitalist industry.</p> <p>How religious beliefs changed - Tudors– religious tensions with Catholicism and Protestantism. Anglo-Saxons converted to Christianity.</p> <p><u>Disciplinary</u></p> <p>Identify and explain why aspects of a theme, period, society, person, historical account or development are significant and describe how these aspects influence life today.</p> <p>Use, understand the uses and comment on a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p>

Other Information	<p>Artefacts from ‘starbeck artefacts’ to have hands on experience.</p> <p>Websites– BBC Bitesize</p>
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