



Sacred Heart Primary School Curriculum Theme Plan

The Appalling Ancient Egyptians



Rationale: In order to address the skills and knowledge as outlined in the national curriculum and the Sacred Heart Progression of Skills: History document. The topic of The Ancient Egyptians is age appropriate for Year 4 and helps the children gain an understanding of the past in this country, the world around them, the achievements of the earliest civilizations and develop a good sense of chronology and where events in the past fit into the greater timeline.

Pre-Unit task: Art (looking at images), English (questioning, speaking and listening), History skill: Inference and deduction

Explain to children that they are going to be detectives and see what they can find out about Ancient Egypt by looking at pictures. There are three key questions.

1. What can you see?
2. What does this tell you about Ancient Egyptians?
3. What questions does this image put in your head?

What does this picture make you want to know about the Ancient Egyptians?

Attention Grabber: Mummy Book reveal 5ft mummy pop-up and classroom door decor

Class story time book: Rhodphis- Egyptian Cinderella - Horrid Henry The Mummy's Curse,

Learning Objectives:

- Continue to develop a chronologically secure knowledge and understanding of world history, stablishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.

Overview:

- Lesson 1: **To place historical events in chronological order**
Lesson 2: **To understand where Egypt is in relation to other countries.**
Lesson 3: **To understand some of the experiences of people in Ancient Egypt.**
Lesson 4: **To identify and describe the reasons for the Nile's importance in A.E.**
Lesson 5 & 6: **To understand the experiences of people in Ancient Egypt.**
Lesson 7: **To find out about the jobs people had in Ancient Egypt**
Lesson 8: **To communicate knowledge of jobs in Ancient Egypt**
Lesson 9 & 10: **To find out about the people Egypt from artefacts that are left behind**
Lesson 11 & 12: **To select and record information**
Lesson 13 & 14: **To select and organise historical information**
Lesson 15 & 16: **To understand Ancient Egyptian beliefs about life after death**
Lesson 17 & 18: **To know the importance of some of the key Egyptian Gods**
Lesson 19: **To select and record information on Egyptian clothing**
Lesson 20: **To understand that the past can be interpreted in different ways**
Lesson 21 & 22: **To understand how Ancient Egyptians would have written**
Lesson 23: **To understand where Ancient Egyptian food came from (Fake poo investigation)**

SMSVC Links The children will learn about the Ancient Egyptians in history. Evaluate social hierarchy and structure. Compare religions and customs and relate events to the Old Testament. Cooperate in group presentations. **Learned**, finding God in all things; and wise in the ways they use their learning for the common good.

The children will research the UK using maps and atlases exploring facts and customs about Egypt.

Understand the nature of community and cultural identity. Explore how the UK is a multi-racial society. Explore our responsibility for others. Eloquent and truthful in what they say of themselves, the relations between people, and the world.

Cross Curricular Links

English – instruction, writing own version of a story and writing Howard Carter's diary entry

PE Egyptian dance

MFL *read carefully and show understanding of words, phrases and simple writing*

Geography *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

Art *about great artists, architects and designers in history.*

DT *Understand where Ancient Egyptian food came from.*

Resources (found in Topic Box) **The Mummy pop-up book, fake poo experiment, books and internet, hieroglyphic alphabet, cartouche template, images from British Museum.**

Opportunities for enrichment: Horrible Histories theatre show

Impact/Assessment

Most Children will: Understand what was important to people during ancient Egyptian times.

- Compare the powers of different Egyptian gods.
- Find Egypt on a map.
- Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.

Less Able Children will: Know where and when the Egyptians lived through looking at maps and artefacts.

- Select information about mummification and Egyptian gods carefully when learning about these areas.

More Able Children will: Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people.

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.
- Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.