Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The Ancient Egyptians (Year 4)

I. Unit Title:
Can we trust evidence about an ancient civilisation that existed over 5000 years ago?

Intent (II. Unit Overview):

Why study this time period?

Ancient Egyptian society spans over 3000 years of recorded history from around 3000 BC to 30 BC. During this time, the civilisation was responsible for some of the most influential inventions and discoveries in history. Egypt retained a distinctive and continuous civilisation which created a developed system of writing (including hieroglyphics) Mathematics, Astronomy and Medicine. They built inspiring temples, tombs and structures that fascinate us as many are still intact today. Archaeology is the key to our knowledge of Ancient Egypt. Archaeologists have uncovered vast amounts of knowledge of Egypt's past. The uncovering of the Rosetta Stone by Napoleon's soldiers in 1798 was a key event as this enabled us to decipher their inscriptions and writing so that we could learn about their society and culture. During this unit we will explore primary and secondary sources of evidence, linking this to the reliability/ validity of evidence and whether evidence can always be trusted. The children will explore their culture and draw parallels with how we live today.

At the end of this unit we will be able to;

- Have an understanding of the chronology of key events within the rise and fall of Ancient Egyptian civilisation.
- Use evidence to ask questions and find answers about the past.
- Understand the importance of evidence as a source of historical enquiry to gain an accurate knowledge of history.
- Explain how some sources of evidence are more reliable than others and suggest why some accounts may differ.
- Use dates and key vocabulary linked to the Ancient Egyptians.
- Place events, artefacts and historical figures on a time line using dates.
- Discuss the consequences of key events.
- Describe the key aspects of Ancient Egyptian culture and relate in to their own.
- Link the time period studies to those of other interest around the world.
- Ask and answer geographical questions about the physical and human characteristics of a location.

- Describe key aspects of: human geography, including settlements and land use.

2. Conceptual Lens

Main Concepts:	Secondary Concepts:
• Evidence (H) • Culture (H) • Human and Physical Processes (G) • Location (G)	• Chronology (H) • Cause and Consequence (H) • Similarity and difference (H)

3. Web Strands

History (H) Geography (G)	Art Line and Pattern

4. Unit Web

Key Concepts

History

Evidence

Culture

Chronology

Cause and Consequence

Similarity and difference

Geography

Human and Physical Processes

Location

Locations; Egypt - Saqqara, Pyramids of Giza, Valley of the Kings, Valley of the Queens, River Nile, Rosetta, United Kingdom. Europe, Africa, Asia, South America, North America and Oceania.

Main Events of the learning sequence:

Discuss the location of Egypt (place on map) link to key learning on continents, climates, hemispheres and time zones. Similarities and diferences with our location.

The start of Ancient Egypt in 3100 BC (What is AD and BD?) Discuss where in relation to us this is on a timeline and how the River Nile was instrumental in the creation of their society. Link to map skills and the difference between human and physical features.

What was Ancient Egyptian culture like and how do we know about their way of life? Focus upon:

Heiracrchy- Social structure (Who had the most important role within their society?)

Religious beliefes- Mumification, Gods and architeture (How did their religious beliefs impact upon their society?)

The discovery of the Rosetta Stone in 1798. How did this piece of evidence tell us about an ancient civilaisation? Link to primary and secondary sources of information. What evidence has been left behind and can we always trust it? Is evidence open to interpretation?

The end of Cleopatra's reign in 30 BC. Why did the Ancient Egyptian civilisation fall and who took power? Place key events on a timeline and discuss

Physical and Human geographical processes

The River Nile (Physical) and it's importance. How Human features are located around the Nile and why. How human and physical proccess differ dependent on location.

Impact on society today

From innovations in writing and mathematics to the earliest uses of makeup and perfume, the civilization had a huge impact on the way people today communicate, travel, eat, dress, and more.

Why significant?

The impact this period had on wider parts of the world. Inventions, knowledge and beliefs. This period still inspires cultures today.

The success of ancient Egyptian civilizations came partly from its ability to adapt top the conditions of the Nile River valley for agriculture.

Some of the architecture skills used by Egyptiasns are still used today.

Key Learning

7. What we would like children to know: Elements to include:	5. 5. What we would like children to understand: (the generalisations)	8. What we would like children to be able to do:
<u>Evidence (H)</u> - difference between the two types of sources - primary and secondary. - evidence that has been destroyed over time, is ambiguous and open to interpretation. - approximate dates are estimated using sources of archaeological evidence. - significant monuments from this period still exist today including the pyramids, pharaoh's tombs.	<u>Evidence (H)</u> • that by asking questions and investigating the answers can help you find out about the past • that no single source of evidence gives the full answers to the past that evidence can be categorised into primary and secondary sources <u>Prior Learning</u> • that asking questions about sources of evidence can help us learn about the past • that the more sources of evidence we have, the better picture we can begin to build of the past <u>Future Learning</u> • that evidence allows historians to hypothesise and piece together the past. • that evidence can be separated into two categories, primary evidence and secondary evidence.	<u>Evidence (H)</u> • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event and explain why some of the accounts may differ. <u>Prior Learning:</u> • observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented

		Future Learning: • use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • seek out and analyse a wide range of evidence in order to justify claims about the past.
Culture (H) - Egypt maintained a unique, complex and stable culture that influenced later cultures of Europe. - How religion, beliefs, hierarchy and attitudes developed and influenced other cultures.	Culture (H) • that examining the concept of culture will open up inquiries into how people deal with the past. Prior Learning None before year 3/4 Future Learning • that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past • that communities have been influenced by people or events in the past.	Culture (H) • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Prior Learning None before year 3/4 Future Learning • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

		• answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
<u>Chronology (H)</u> - The meaning of chronology and how to put events into order using a timeline. - Understand the system used to order dates using B.C and A.D. - How a civilisation can span a significant period of time (nearly 3000 years).	<u>Chronology (H)</u> • that change over time can be represented, along with evidence, on a time line. <u>Prior learning:</u> • that chronology is the times at which past events happened in the order in which they happened. <u>Future learning:</u> • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present.	<u>Chronology (H)</u> • place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events. <u>Prior learning:</u> • place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. • understand that dates can be used to place events and artefacts in order. • use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time. <u>Future learning:</u> • understand that the order in which things happened can help them to make connections between events in the past and future events.

	• that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	• use dates and terms accurately in describing events. • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
<u>Cause and consequence (H)</u> - The connection between a cause and consequence. - How the placement of the River Nile led to the development of the ancient civilisation. - How the discovery of the Rosetta Stone led to us unlocking a vast amount of knowledge about their culture and society.	<u>Cause and consequence (H)</u> • that there are reasons why events in the past happened and these events in turn cause consequences. <u>Prior learning</u> None before Year 4/5 <u>Future learning</u> None after Year 4/5	<u>Cause and consequence (H)</u> • describe how aspects of history influence how we act and live today. • answer and sometimes devise historically valid questions about cause and consequence. identify, examine and analyse the reasons why events have happened and then the consequences of the event. <u>Prior learning</u> None before Year 4/5 <u>Future learning</u> None after Year 4/5
<u>Similarity and difference (H)</u> - The similarities and differences that we can find between their ancient society and our own today. - How different historical sources can show similarities and differences in opinion.	<u>Similarity and difference (H)</u> • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space	<u>Similarity and difference (H)</u> • compare some of the times studied with those of other areas of interest around the world. • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

	Prior learning: • that times in the past were both similar to theirs and different. Future learning: • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	Prior learning: • describe historical events. • ask questions about the past. • suggest similarities and differences between a time in the past and their own lives. Future learning: • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference
Human and Physical processes (G) - The difference between a human and physical feature. - The River Nile (Physical process) created opportunities to build human features to sustain life in an almost barren desert. - The Ancient Egyptians created transport links, irrigation cannels and settlements around the River Nile.	Human and Physical processes (G) • that human processes can be defined in terms of how human involvement has affected the world. Prior learning: • that the concept of physical and human processes looks at natural and man-made features in the world. • that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature. Future learning:	Human and Physical processes (G) • ask and answer geographical questions about the physical and human characteristics of a location. • use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • use a range of resources to identify the key physical and human features of a location. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • name and locate the countries of Europe and identify their main physical and human characteristics.

	• that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world.	• describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • describe key aspects of: human geography, including: settlements and land use. <u>Prior learning:</u> • use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. <u>Future learning:</u> • use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • describe and understand key aspects of:

		• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
<u>Location (G)</u> - The location of human settlements around the River Nile and the reasons for this. - How the location and features of Britain compares to Egypt. - The name and location of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. - Identify Prime/Greenwich Meridian time zones including day and night. - use the eight points of a compass, four and six-figure grid references	<u>Location (G)</u> • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude) <u>Prior learning:</u> • that allocation can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. <u>Future learning:</u> • that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places.	<u>Location (G)</u> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <u>Prior learning:</u> • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • name and locate the world's continents and oceans. • use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

		Future learning: • collect and analyse statistics and other information in order to draw clear conclusions about locations. • use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
Line and Pattern (A) - What line and pattern is - How Egyptians communicate significance through architecture - The importance of Art in Ancient Egypt and how it was used to communicate language, beliefs, status with society amongst many other things.		

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.
Evidence (H) • that by asking questions and investigating the answers can help you find out about the past	• What evidence of their civilisation did the Ancient Egyptians leave behind for archaeologists to discover? (F) • Why can once source of information be interpreted in different ways by different historians? (C) • Can all evidence be trusted to give us reliable information? (D)

• that no single source of evidence gives the full answers to the past	
<u>Culture (H)</u> • that examining the concept of culture will open up inquiries into how people deal with the past.	• What is the definition of a culture and how is this seen in Ancient Egypt? (F) • Can there be similarities between cultures in different parts of the world? (C) • Would you rather live as part of Ancient Egyptian society or live in Britain's today? (D)
<u>Chronology (H)</u> • that change over time can be represented, along with evidence, on a time line.	• Can you order periods of history on a timeline? (F) • What is the meaning of chronology? (C) • Is it important to have an understanding of an event's place in history? (D)
<u>Cause and consequence (H)</u> • that there are reasons why events in the past happened and these events in turn cause consequences.	• How did the River Nile have an impact on early settlements? (F) • Do you have to have a cause to create a consequence? (D)
<u>Similarity and difference (H)</u> • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space	• How do sources inform us about similarities and differences between then and now? (F) • Do all societies have similarities? (C) • Can we compare different time periods to gain an understanding of history? (D)
<u>Human and Physical processes (G)</u> • that human processes can be defined in terms of how human involvement has affected the world.	• What are the differences between human and physical processes (F) • How did people from the past use the land and how has that land changed today? (C) • Do humans always have a positive effect on the world? (D)

Location (G) • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude)	• Where is Egypt located in relation to where we live? (F) • Can a location of a physical feature effect a society? (C)
Line and Pattern (A) • The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. • The ability to draw confidently and adventurously from observation, memory and imagination Independence.	• How did the Ancient Egyptians depict life through art? (F) • Can art be a significant part of society? (C) • Are the pyramids and temples they built Art? (D)

9. Assessment – Exit Task:

Can we trust evidence about an ancient civilisation that existed over 5000 years ago?

A few new pieces of evidence are found at an archaeological dig site and hailed by a museum as the most incredible finds ever! Is this true? The children will explain whether they think that each piece is a reliable source of evidence and if so what this may be able to tell us about their ancient civilisation.

Greater Depth evidence:

The children will be able to find links between evidence sources to build a picture of the ancient culture and understand that not one single piece can fully explain an aspect of their society. Greater Depth children will be able to understand that evidence is open to interpretation and be able to give valid historical opinions (using key historical vocabulary) linking this to other periods of time.

Tier 2 Vocabulary –

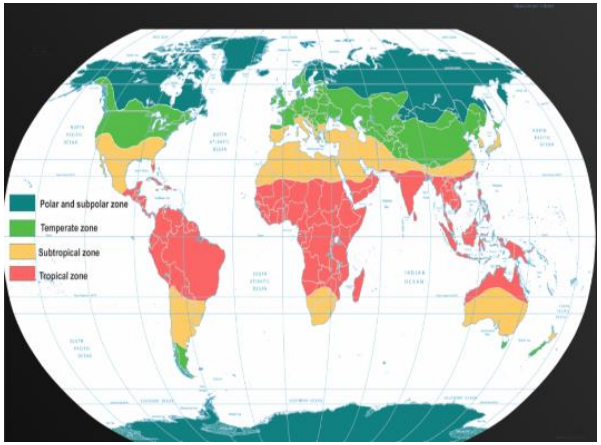
Civilisation- The society, culture, and way of life of a particular area.
Era- A long and distant period of time.
Source -A place, person or thing where something has originally come from. A starting point.
Conclusion- A summary, in the end, overall
Evaluate-To re-cap what has happened. To assess and judge
Culture-A person's lifestyle, way of life and their traditions as a community/family
Primary source – immediate, first-hand accounts of a topic, from people who had a direct connection with it.
Secondary source – information that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching such as books, journals or websites.
Chronology: The arrangement of events or dates in the order of their occurrence.
Artefact – an object made by a human being, typically one of cultural or historical interest.
Archaeology – the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
Settlement – a place, typically one which has previously been uninhabited, where people establish a community
Duration – 'the time during which something exists or lasts'.
Ancient- belonging to the very distant past and no longer in existence.
Reliable source- A reliable source is a piece of information, person, place or thing which you can go to for a definite answer. It is reliable and correct information.

Tier 3 Vocabulary -

Gods/goddesses- A supernatural being who is the object of worship and prayer
Pyramids- The Egyptian pyramids are ancient pyramid-shaped masonry structures located in Egypt.
Nile River- A river starting in central Africa and flowing north to the Mediterranean Sea, with its delta in Egypt.
Mummies- (Especially in ancient Egypt) a body of a human being or animal that has been preserved by removal of the internal organs, treatment with natron and resin, and wrapped in bandages.
Mummification- to make (a dead body) into a mummy, as by embalming and drying.
Religion- A religion is what people may or may not believe in. a belief in a god and their rules.
Hieroglyphics- The Egyptians used hieroglyphics as symbols or writing to keep records share information and communicate, just like we do.
Pharaoh- An ancient Egyptian ruler.
Papyrus- water-loving plant that is best known for making paper
Sarcophagus- A stone coffin.
Sphinx- an Egyptian statue having the body of a lion and the head of a man
Tomb- A building used for burial.

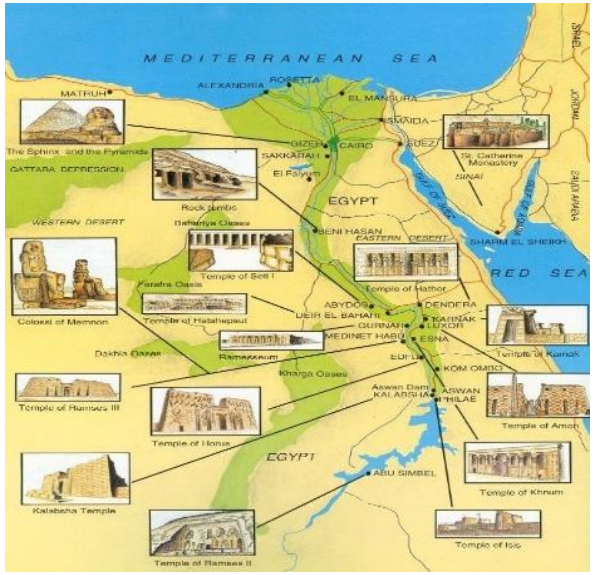
Read Sea- The sea to the east of Egypt.
Sahara Desert- Dry land located in North Africa.
Silt- Fine particles of soil.
Thebes- The capital of ancient Egypt.
Valley of the Kings- An area of desert canyons where many pharaohs were buried

Map:

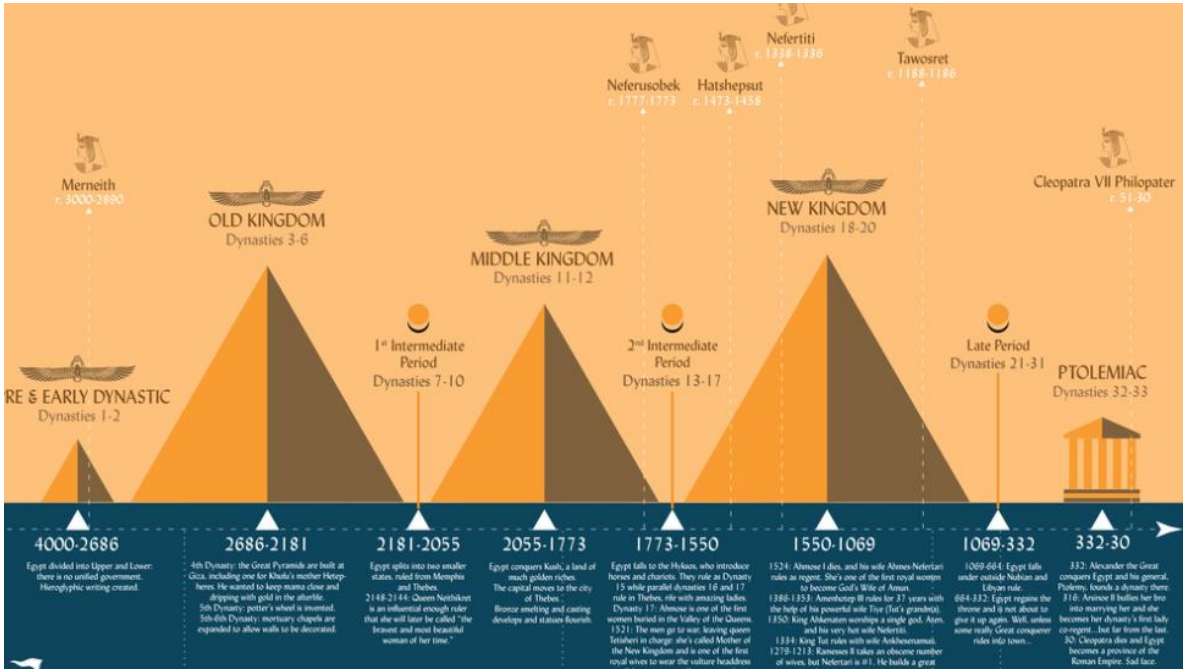

Polar and subpolar zone
Temperate zone
Subtropical zone
Tropical zone


UK
North Atlantic Ocean
SCOTLAND
North Sea
N.IRELAND
Irish Sea
IRELAND
WALES
ENGLAND
English Channel
FRANCE


Mediterranean Sea
Sinai
Lower Egypt
Eastern Desert
Western Desert
Red Sea
Upper Egypt


MEDITERRANEAN SEA
ALEXANDRIA
ROSETTA
MATRUH
EL MANSURA
GIZEH
CAIRO
SUEZ
SAKKARAH
EGYPT
WESTERN DESERT
EASTERN DESERT
SINAI
RED SEA
SHARM EL SHEIKH
ABYDOS
DENDERA
LUXOR
KARNAK
EDFU
KOM OMBO
ASWAN
PHILAE
ABU SIMBEL
Temple of Karnak
Temple of Amon
Temple of Khnum
Temple of Isis
Temple of Horus
Temple of Ramses III
Temple of Ramses II
Kalabsha Temple
Colossi of Memnon
Temple of Seti I
Temple of Hatshepsut
Temple of Hathor
Rock tombs
Kharga Oasis
Dakhla Oasis

Timeline:



Explain why **key dates** are not exact and are open to interpretation during ancient Egypt