

# Exhilarating Egyptians

## A History Based Topic

### What do you need to know before this topic?

Chronological knowledge of previous time periods studied and where they are on a timeline.  
How farming changed the way people lived in the past.  
Where people made settlements.

### Key Assessment Questions

- When did the Ancient Egyptians live?
- What types of people were in the Ancient Egyptian hierarchy in their society?
- How did life change for the Ancient Egyptians as settlements moved closer to the river Nile?
- How were the Egyptian kings mummified and put to rest in burial chambers?
- What Ancient Egyptian Gods did they worship?
- Why did the Egyptians believe they created the universe?

### Sticky Knowledge

The Ancient Egyptians lived 5,000 years ago.  
There was a hierarchy in Ancient Egyptian society: pharaoh, vizier, scribe, priest, craftsman, servant.  
The river Nile was an important factor in how the Ancient Egyptians lived.  
The Ancient Egyptians built pyramids as tombs for their kings.  
Ancient Egyptians believed in the afterlife.

### Key Vocabulary

ancient, civilization, community, archaeology, valley, desert, pharaoh, tomb, canopic, government, vizier, scribe, Osiris, Isis, Anubis, Horus, scarab, hieroglyphics, sphinx, pyramid, Valley of the Kings, Tutankhamun, sarcophagus, tomb, burial chamber, empire, Nile, delta, shaduf, fertile, dynasty, mummification, Cleopatra, Howard Carter, Lord Carnavon

### Key Skills

Sequencing of key events using appropriate terminology e.g. BC/AD, before, during, after.  
Consider cultural and social history of this time period, considering similarities and differences between then and now.  
Present information in a variety of ways through enquiry, interpretation and using sources.  
To use a wide range of sources.  
To understand that some events are considered to be significant in both British and world history.  
Ask a range of questions about the past.  
Understanding how events in the past link to our lives today.  
Uses dates and terms accurately.  
Forms own opinions about historical events from a range of sources.

## Curriculum Drivers

### Caring Community

I am the child who can appreciate the changes that have been made over time and how we live differently today.

### Learning & Leading

I am the child who can understand that knowledge about the world around me empowers me to make my own decisions about our school community.

### British & Global Values

I am the child who can recognise how different countries were utilised during the Egyptian period to create trade links.

### Wellbeing & Being Well

I am the child who can understand how food and different spices have been incorporated into our diets from trade links created in the Egyptian times.

### Enterprise & Effort

I am the child who can understand that the Ancient Egyptians made huge steps forward in building and mathematical thinking, creating The Pyramids.

### Identity and Uniqueness

I am the child who can understand that our planet is unique and that we are all linked by our common identity as humans.

Writing	Maths	Art/DT	RE	PE	Science	ICT	PSHE
Note taking. Stories from other cultures. Explanation text Diary Writing.	Addition and Subtraction to 4 digit numbers. Area of a shape Multiplication and division	Art – Every Picture tells a story. Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art. DT – Designing and making torches using electrical circuits.	Christian worship and the Nativity Why do Christians call God father? How can artists help us to understand Christmas?	Fundamentals - skills of balancing, running, jumping, hopping and skipping. Change direction with balance and control. Observe and recognise improvements for their own and others' performances and identify areas of strength.	Electricity – simple circuits	Recording sound – Creating media and audio editing	Celebrating difference