

Ancient Egypt	History	Years 5 & 6, Term 1	Year B
Key vocabulary: Ancient, civilisation, BC/ AD, kingdoms, wealth, exhibit, evidence, crops, silt, fertilised, canals, irrigation, flax, papyrus, replenish, burial, purified, canopic, Duamatef, Imsety, Qebehsenuf, Hapi, jackal, falcon, baboon, liver, intestines, lungs, natron, linen, sarcophagus, amulets, resin, Book of the Dead, source, Tutankhamun, pharaoh, empire, Valley of the Kings, tomb, treasures, burial chamber, sarcophagus, curse, archaeologist, hieroglyphs, hieroglyphics, artefacts, papyrus, scribes, rituals, Demotic, civilisations, decode, cartouche, scared, translate, Ra, Ma’at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.			
Knowledge and skills: Use dates to order and place events on a timeline. (C1) Compare sources of information available for the study of different times in the past. (C2) Make comparisons between periods of history and the present day. (C3) Understand that the type of information available depends on the period of time studied. (C4) Evaluate the usefulness of a variety of sources. (C5) Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (C7) Note connections, contrasts and trends over time. (C8) Describe Ancient Egyptian life and achievements and their influence on the western world. (C9) Know the historical vocabulary: source, artefact, law, century, decade, archaeology, primary source, secondary source. (C14) <i>Where the period of Ancient Egyptian civilization fits in history.</i> <i>Locate Egypt on a map and locate key features of the country</i> <i>Different jobs and roles in Ancient Egyptian society and what those people did.</i> <i>That Ancient Egypt was part of the fertile crescent, although most of Egypt was desert, sand and rock.</i> <i>What pyramids were and why and how they were built.</i> <i>What mummification was and why Ancient Egyptians mummified bodies.</i> <i>What daily life was like in Ancient Egypt.</i> <i>Why the Nile played a vital role in the lives of the Ancient Egyptians.</i> <i>Who Tutankhamun was.</i> <i>Who the different Egyptian gods were and what their powers were.</i> <i>How and what Britain may have learnt from other countries and civilizations.</i>		Possible activities: Locate Egypt on a map and understand the different roles that existed for people in Ancient Egypt. Debate about how their lives would be difficult if the River Nile dried up. Create a poster about the uses of the Nile. Describe the process of mummification from the perspective of a canopic jar. Write a newspaper report about the discoveries about Howard Carter. Create a timeline of ancient civilization. Locate Egypt on a map and name surrounding countries. Design a leaflet explaining the pyramids to tourists. Write instructions on how to mummify a body. Write a diary of a woman in Egypt. Create a poster on jobs done by men.	
Spiritual, Moral, Social and Cultural Education and Promotion of British Values: Spiritual: Children will look at the religious and spiritual beliefs and the customs of the Ancient Egyptian civilization. Moral: The merits or otherwise of organ donation. Children will discuss if it is acceptable to take items away from tombs where people were buried. Social: Teamwork is essential for the construction of a pyramid. Is it acceptable for that to have been done by slaves? Cultural: Consider what is inherited from the culture of Ancient Egypt. Consider the different roles played by men, women and children in Ancient Egyptian society. British values: The concept of monarchy, including child monarchs. Equalities: Consider how society is more equal than in Ancient Egypt.			