



Subject	Topic	Year Group	Term	Time Allocation
History	Egyptians	4	Summer 1	12+ Hours
End of Key stage objectives	<p><b>Pupils should be taught to</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Recognise the lives of significant individuals from the past</li> <li>• Compare aspects of significant individuals lives in different time periods.</li> <li>• Recognise events beyond living memory that are significant nationally or globally.</li> <li>• Demonstrate an understanding of chronological order in history.</li> </ul>			

End of Unit Objectives

- I can explain who the Egyptians are and where they are from.
- I can place the Egyptians period on a timeline.
- I can describe the two kingdoms and who was the leader.
- I can recall how Egyptians lived their daily life and how it differs to modern life.
- I can identify and explain the 3 seasons (which helped with farming).
- I can explain and recount the steps for mummification.
- I can evaluate different sources and question their reliability.
- I can understand the importance of using Egyptian hieroglyphics.
- I can identify the Egyptian Gods and why they worshipped them.
- I can identify and explain who Tutankhamun was.
- I can articulate reasons for the decline of Ancient Egypt.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
				<a href="#">KS2 History: Ancient Egypt - BBC Teach</a> This resource has videos for various lessons.
Lesson 1	1 hour	Who were the ancient Egyptians?	Look at a timeline with various key events – varying from Today, Anglo-Saxons, Vikings, Egyptians., Stone age. Establish where Ancient Egypt was. Discuss what children already know about Ancient Egypt and record their ideas. Using a globe	<a href="#">History KS2: Introducing Ancient Egypt - BBC Teach</a>

		<p>Key Vocabulary:</p> <p>BC, Civilisation, Pharaoh, Control, Kingdoms</p>	<p>&amp;/or a world map, establish where Egypt is today (or use world map in Hamilton Resources). Egypt is about 3,500 kilometres from Britain in North Africa. The Ancient Egyptians controlled a similar area with their civilisation based along the Nile. The Ancient Egyptian civilisation (once the two kingdoms of Upper Egypt &amp; Lower Egypt were united by King Narmer, who had been king of Upper Egypt alone) is divided by historians into three main periods (when the greatest achievements occurred): Old Kingdom (about 2686-2181 BCE), Middle Kingdom (about 2055-1650 BCE) &amp; New Kingdom (about 1550-1069 BCE) when the area controlled by Egypt was at its largest(see map in Hamilton resources).</p> <p>Children to write questions about Ancient Egypt (mind map) pick an artefact from the photo pack (Twinkl) and write questions they might want to find out about it.</p>	<p><a href="#">Who were the ancient Egyptians? - BBC Bitesize</a></p> <p>Photo pack</p>
Lesson 2	1 hour	<p>What was important to people during ancient Egyptian times?</p> <p>Key Vocabulary: Jobs, Farming, River Nile, Akhet, Peret, Shemu</p>	<p>Children explore how Egyptians lived their daily lives. What were the different jobs they had? What were the houses made from? How was food stored? How was food cooked? Explore the different items found in Egyptian homes. What food did the Egyptians eat? Children learn about Egyptians farming the land and naming the 3 seasons in the farming calendar. Children find out about how Egyptians farmed.</p> <p>Children can use subheadings for each area and write about the research they have found out – Supported with pictures to help children articulate. This could be done using iPads if children can work in pairs to come up with their own facts.</p>	<p><a href="#">Daily life in Ancient Egypt - BBC Bitesize</a></p> <p><a href="#">How did ancient Egyptians farm their land? - BBC Bitesize+</a></p>

Lesson 3	1 hour	<p>What is the ancient Egyptian ritual of mummification?</p> <p>Key Vocabulary: Afterlife, Removal, Canopic Jars, Rinse, Purifying, Amulets</p>	<p>Children to learn about the process of mummification. What happens? Why does it happen? Look at the steps in more detail. What do Egyptians believe will happen after? - Introduce the afterlife and what that means for Egyptians.</p> <p>Children sequence the order of mummification stating the important facts. - Use pictures to help visualize the order.</p>	<p>How To Make a Mummy Activity Sheet.</p> <p><a href="#">History KS2: Mummification in Ancient Egypt - BBC Teach</a></p>
Lesson 4	1 hour	<p>How can we learn information from sources?</p> <p>Key Vocabulary: Letters, Papyri, Stelae, Tomb, Biographies, Paintings, Archaeological Site</p>	<p>Research about <b>Deir-el Medina</b> - Tutankhamen's tomb was discovered in 1922, after work began <b>excavating (digging up)</b> near the Valley of the Kings. This gave us the most detailed information we have of life in an Ancient Egypt from 1500 BC. Egyptians kept letters, texts, papyri, stelae and tomb biographies. Explain to the children that Egyptians were literate and what that meant for their civilization. Talk about archaeological remains and recap the Nile and how houses were built close to it. People lived in many of the same places so remains of ancient towns are underneath Modern ones. Main sources of information about ancient Egypt are the many monuments, objects and artifacts that have been recovered from archaeological sites, covered with hieroglyphs that have only recently been deciphered</p> <p>Look at some of the different sources that were found. Can the children write about each source and how some sources can be more or less helpful.</p>	<p><a href="#">What was life like for the ancient Egyptians? - BBC Bitesize</a></p> <p><a href="#">Primary Sources of Information about the Age of the Pyramids   Royal Ontario Museum (rom.on.ca)</a></p> <p><a href="#">Ancient Egypt: Civilization, Empire &amp; Culture - HISTORY</a></p>

Lesson 5	1 hour	<p>What are ancient Egyptian hieroglyphs?</p> <p>Key Vocabulary: Hieroglyphs, Alphabet, Rosetta Stone, Writing</p>	<p>Children learn about how Egyptians use to write. Children look at the alphabet and the Rosetta Stone. Discover where hieroglyphs are found and what they tell us about. Children have a look at examples of Hieroglyphs – Where and When they were found. See if the children can decode the writing.</p> <p>Can the children practice writing their names in hieroglyphs on scrap paper. Can they practice writing sentences in hieroglyphs? This work could be used for display.</p>	<p><a href="#">What were ancient Egyptian hieroglyphs? - BBC Bitesize</a></p> <p><a href="#">What does ancient Egyptian writing look like? - BBC Bitesize</a></p>
Lesson 6	1 hour	<p>Who were the Egyptian Gods?</p> <p>Key Vocabulary: Ra, Horus, Ma'at, Hathor, Sekhmet, Anubis</p>	<p>The children study the pictures that they can see and match one to each description read. Children record their responses. As a class, discuss which God or Goddess they have chosen and why. Explain to the children that they will be researching information about one of the ancient Egyptian gods and then sharing their findings with other children. Tell groups which God they will be researching from: Ra, Horus, Ma'at, Hathor, Sekhmet or Anubis. Read through the information on the Presentation about Egyptian gods and ask children to note down basic information about the god they have been asked to research. Children should note down the name of their god, what they are the god of, god's appearance and what they do.</p> <p>Ask children to find out more about the God they have been asked to research, using the Ancient Egyptian Gods Information along with non-fiction books and iPads. They need to think about what is special about their god compared to other gods. The children can complete the differentiated Research Activity Sheets</p>	<p>Ancient Egyptian Gods Information Sheet</p> <p>Ancient Egyptian Gods Activity Sheet</p> <p><a href="#">Who were the ancient Egyptian gods? - BBC Bitesize</a></p>

			and take it in turns to tell the rest of the group something that is special about the god they researched. This could also be shown on PADLET.	
Lesson 7	1 hour	<p><a href="#">Who was Tutankhamun?</a></p> <p>Key Vocabulary: <a href="#">Pharaoh, Ruler, Advisors, Tomb, Remains, Reign</a></p>	<p>Show the children a picture of Tutankhamen and the different sources. Can they generate questions that they want to find out. Show the information on this and the following slide in the Lesson Presentation. Tutankhamun: Show the sentence starters on this in the Lesson Presentation. Allow time for the children to attempt to finish the sentences independently on whiteboards and feedback their responses to the class.</p> <p>The children can use the slides and make notes of some useful facts for their newspapers.</p> <p>The children complete the Newspaper Planning Activity Sheets then fill in the Newspaper Template. Can they recall important facts about the Tutankhamun discovery? Can they put themselves in the place of a journalist in 1922?</p>	<p>Newspaper Prompt Activity Sheet.</p> <p>Differentiated Newspaper Planning Activity Sheets</p> <p>Newspaper template</p> <p><a href="#">Who was Tutankhamun? - BBC Bitesize</a></p>
Lesson 8	1 hour	<p><a href="#">How are different sources reliable?</a></p> <p>Key Vocabulary: <a href="#">Letters, Papyri, Stelae, Tomb, Biographies, Paintings, Archaeological Site</a></p>	<p>This lesson is like lesson 4 regarding sources. This time look at the resource from Twinkl showing a variety of different sources. Can the children compare and contrast the reliability of the sources. What viewpoints are they from? What source of information are they? When was the source written/found? What can you infer about the source? What information is being suggested?</p> <p>Children could complete a table which compares the sources. Children should be able to provide reasons to which sources are more helpful than others. Which sources are older? What could that mean? What could the viewpoints from archaeologists mean?</p>	<p><a href="#">How do we know so much about Ancient Egypt? - BBC Bitesize</a></p> <p>Sources activity sheet – Tutankhamun resources</p> <p>Tutankhamun information sheet</p>

Lesson 9	1 hour	<p>What happened to Ancient Egypt?</p> <p>Key Vocabulary: Pharaoh, War, Wealth, Invasions, Weather, Resources</p>	<p>This lesson will look at many of the factors which led to the decline of Ancient Egypt. There was lack of natural resources, shifting role of Pharaoh, civil war, distribution of wealth, invasions, weather. By the end of the lesson, the children will have explored a variety of factors and articulate the most important factor. These will be dependent on their reasoning. The focus is being able to provide reasons to why some factors may be more important than others.</p> <p>Children will write a piece of writing which explores the different factors to why Ancient Egyptian civilisation ended.</p>	<p><a href="#">How did ancient Egyptian civilisation end? - BBC Bitesize</a></p> <p><a href="#">What Caused Ancient Egypt's Decline? - HISTORY</a></p> <p><a href="#">The Fall of Ancient Egypt (ancient-egypt-online.com)</a></p>
Lesson 10	1 hour	<p>Who was Hatshepsut?</p> <p>Key Vocabulary: Female, Pharaoh, Expeditions, Remains, Reign</p>	<p>Who was Hatshepsut and her significance?</p> <p>Considered one of Egypt's greatest pharaohs—man or woman—Hatshepsut brought great wealth and artistry to her land. She sponsored one of Egypt's most successful trading expeditions, bringing back gold, ebony, and incense from a place called Punt (probably modern-day Eritrea, a country in Africa). An Attempt to Erase Hatshepsut from History Failed. Hatshepsut Altered Her Image to Be More Masculine. She Was One of the Most Prolific Builders in Egyptian History.</p> <p>Create a fact file on Hatsheput.</p>	