



Pinner Wood School



Year Group	4	Term	Autumn 1	Subject	History	Topic	Ancient Egyptians
						Key Question	How did the Egyptians lay the foundations for a modern society?
Prior Learning and other Curriculum Links	<ul style="list-style-type: none"> • Build historical language • Use an increasing range of vocab related to the passing of time • Discover what historical periods have occurred outside their lives 					Skills Statements	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Use some key dates as important markers of events. <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> • Identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. did the slaves build the pyramids? <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Show understanding through oral answers and simple recording devices such as speech bubbles, annotations. • Answers contain some simple period-specific references. <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> • Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe
Fundamentals	<ul style="list-style-type: none"> • Able to put historical events in chronological order on a timeline • Use sources of information to answer questions • Use sources to find out about different aspects of life • Understand sources can contradict each other 					Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> • The Egyptians came from Egypt on the continent of Africa • Egyptians started moving near to the Nile in around 6000BC and around 3000BC King Narmer unified the tribes • The Nile was an important part of Egyptian life • Egyptian kings/queens and important people were buried in tombs. • People were mummified before being buried. • Paid labourers were used to build the pyramids not slaves which is portrayed in biblical text and movies

Our Curriculum Journey	<p>Stunning Start: The children will have an Egyptian day where they will come in dressed up and do activities based around Ancient Egyptian times.</p> <p>Journey: The children will be introduced to the Ancient Egyptian civilisation. They will learn key facts about how Ancient Egypt formed, where it was and why it shaped modern society with its ideas. They will investigate how we know so much about the Egyptians by looking at various sources and exploring how different ideas are shaped by the information we are given. We will look at tombs and Egyptian burial rituals and how Egyptian's led their lives and the importance of the Nile in their everyday lives.</p> <p>Show stopper: The children will create various written and artistic pieces to create their own 'tomb' in the hall.</p>		
Key Vocabulary (revisited)	<p>Timeline</p> <p>CE (Common Era)</p> <p>BCE (Before Common Era)</p>	Key Vocabulary (new)	<p>Pharoah</p> <p>Pyramid</p> <p>Hieroglyphs</p> <p>Nile</p> <p>Mummification</p> <p>Sarcophagus</p>
Expected Example			

Lesson Number:1 Location: classroom	KQ: Where did the ancient Egyptians live? How can we discover what Ancient Egypt was like 5000 years ago?	Lesson Outcome:	
	Introduction: Ask children what they think the photos on the board are showing. Introduce the fact we are learning about the Ancient Egyptians this half term.		Resources

	<p>Refer to the pictures on the board, what might they be showing? How do they link to our topic?</p> <p>Show pupils the title of this module '<i>How did the Egyptians lay the foundations for a modern society?</i>' Ask children what they think it might be about. Explain the purpose of this module and ask children to complete the pre assessment sheet.</p>	<p>Knowledge organiser</p> <p>Pre assessment sheet</p> <p>Slides</p>
	<p>Main Teaching including differentiation:</p> <p>Explain that in order to answer the key question, we need to have an understanding of the names of the continents and where they are in the world.</p> <p>Peer talk: what are the continents and where are they?</p> <p>Feedback from discussion and show the children the map on the board.</p> <p>Let's get a closer look at Egypt. Discuss with the children the picture. What is the blue line running through Egypt? The River Nile.</p> <p>Where are all the towns located? Around the River Nile because that's where the fertile land is and all of the water.</p> <p>Talk through the facts about Egypt with the children.</p> <p>Ask: does anyone else have any facts about Egypt as a country?</p> <p>Explain the task: stick in the map and show where we live and where the ancient Egyptians lived. Include some information about Egypt.</p>	<p>Map sheet</p> <p>Books</p> <p>Slides</p>

	<p><u>Activity</u></p> <p>SEN/LA - Use information on the board to help complete the fact file worksheet.</p> <p>MA/HA - Use the printed map and the information on the board to create a fact file about Egypt.</p> <p>Ext: Use and iPad to research extra information.</p> <p><u>Plenary</u></p> <p>True or false quiz.</p> <ol style="list-style-type: none">1. The ancient Egyptians lived in Europe. FALSE2. Most people lived near the River Nile. TRUE3. Farming cotton is one of Egypt's greatest sources of income. TRUE4. Egypt is a very mild country with lots of rivers and lakes. FALSE	
Lock down activity	<p><u>Activity</u></p> <p>Worksheets provided on Seesaw</p> <p>SEN/LA - Use information on the slides to complete the fact file worksheet.</p> <p>MA/HA - Use the printed map and the information on the board to create a fact file about Egypt.</p> <p>Ext: Use and iPad to research extra information.</p>	

Lesson Number: 2

Location: Classroom

Key Question: How can we discover what Ancient Egypt was like over 5,000 years ago?

Lesson Outcome: Children to have an image displayed in their book with conclusions surrounding it.

Introduction: Starter

Pupils are invited to join an archaeological excavation. Before they can begin their preparations for the dig they need to know where they are going and what conditions to expect. They also need to convince the organisers that they know where to look for the tombs.

On the board show the children a map of the world and ask them if they can remember where Egypt is. Then show the children a picture of Egypt and ask children what the river is called. Explain to the children that the Egyptians started moving into the Nile Valley around 6000BC and then around 3000BC King Narmer unified the tribes that lived there and the Egyptian civilisation began. Why do we think that the people moved to this part of Egypt? Illicit that by being close to the water meant that crops could grow and it was easier to move things around - such as the bricks to make the pyramids.

On the map explain that tombs wouldn't be found near the water but in the desert. Ask the children to identify where the tomb we are excavating could be - children should come up to the board and mark where they think it could be - discuss any misconceptions.

On the next slide enter the tomb!

Main Teaching including differentiation:

Resources



Worksheet.docx



Slides.notebook

Now you have entered the tomb you have found the picture of Nebamun on the wall.

Show the slide which gives an insight into ancient Egyptian life. But what does it all mean? Rather than explain it 'from the front', ask pupils to see what they can work out for themselves. What can they infer?

In this way, you encourage their curiosity whilst avoiding telling them what they already know. Use the Zones of inference. Using the grid, pupils start with the inner zone, recording the physical things they can see-literally. They might spot cat, boat etc.

When you have completed this as a class ask children to fill in the inner zone themselves.

Move onto the next zone. Demonstrate to the children some of the conclusions you can draw from the picture e.g Nebamun could have been a hunter as he is grasping onto the bird, the other people in the picture could be his family, he is on a boat in the river Nile. Remind the children that there are no right or wrong answers.

Show the children the final zone in which you have to ask a question about the picture.

Main Activity:

Children to fill in each zone of the zones of inference.

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Challenge: to explain reasons for your conclusions.

	<p><u>Activity</u></p> <p>SEN/LA -Give children topic words in zone 2 and zone 3</p> <p>MA/HA - (Mixed ability pairs) Children to fill in each zone of the zones of inference.</p> <p>Ext: to explain reasons for your conclusions.</p> <p><u>Plenary</u></p> <p>Go through the information that the British Museum has derived from the wall painting.</p> <p>Refer back to the key question.</p>	
<p>Lock down activity</p>	<p><u>Activity</u></p> <p>Worksheets provided on Seesaw</p> <p>SEN/LA -Give children topic words in zone 2 and zone 3</p> <p>MA/HA - Children to fill in each zone of the zones of inference.</p> <p>Ext: to explain reasons for your conclusions.</p>	

<p>Lesson Number: 3</p> <p>Location: Classroom</p>	<p>Key Question: What can we add to what we already know about ancient Egypt?</p>	<p>Lesson Outcome: SEN/LA Images uploaded on Seesaw with a short explanation.</p>
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		Everyone else to complete the prepared worksheet (In books).
	<p>Introduction:</p> <p>Ask the children: do you recognise what is eing shown in these pictures? Share your ideas with your partner.</p>	<p>Resources</p>
	<p>Main Teaching:</p> <p>Children should be grouped into 5 mixed ability groups and given a set of photos to cut out and spread across their table.</p> <p>They should then number themselves 1-6 (if there are not that amount in the group they need to nominate someone to be two numbers).</p> <p>The teacher will then call out a number between 1 and 6, the person with the corresponding number then comes up and collects a fact. They should then go back to their table and place the fact next to the correct photo.</p> <p>Activity</p> <p>SEN/LA - Working with MA/HA students to match up the fact to the corresponding picture.</p> <p>MA/HA - Working as a group match up the fact to the corresponding picture.</p> <p><u>Challenge</u></p> <p>Write an extra fact about any of the photos.</p>	<p>Slides</p> <p>Information sheet</p> <p>Photo sheet</p> <p>Scissors</p> <p>iPad</p> <p>Seesaw</p>

	<p>Share the answers as a class and upload a photo onto seesaw.</p> <p><u>Plenary</u></p> <p>Discuss the facts, did anyone have any extra facts they added?</p>	
Lock down activity	<p><u>Activity</u></p> <p>Images provided on Seesaw</p> <p>SEN/LA - Use recording app to name the images</p> <p>MA/HA - Children to use the internet and the recording app on Seesaw to explain a little bit about each image.</p> <p>Ext: Use of the internet to provide extra information not provided on the slides.</p>	

<p>Lesson Number: 4</p> <p>Location: Classroom</p>	<p>Key Question: KQ: So who did build the pyramids?</p>	<p>Lesson Outcome: Class discussion. Scales and theories displayed on Flipchart paper to be uploaded on Seesaw</p>
	<p>Introduction:</p> <p><u>Starter</u></p> <p>Slow reveal an image of a pyramid. Ask the pupils who they think built it. Then show them the introductory section from the film Prince of Egypt 1998 (Dreamworks, 1998).</p> <p>What sort of view of the pyramid builders does this suggest?</p>	<p>Resources</p>

List key ideas on the whiteboard. Discuss what we mean by the term slave.

So is the view shown on the film true? Did slaves really build the pyramids? To help them answer this puzzling problem the children need clues which you have previously posted round the room.

Main Teaching including differentiation:

Now its time to get feed back. Who do they think built the pyramids? Make a note on the board of all the ideas that emerge. Children will still be carrying their notes as well as their individual clue cards, so this should be easy and quick for them to recall the relevant information. Just brief headings need to be noted.

At this stage, it will be potentially confusing for pupils with all this evidence, much of which is conflicting. To clarify things, ask the children to discuss with their partner whether they think the evidence proves:

- a. that the slaves did do it,
- b. that they didn't do it, or
- c. we're not sure.

Now ask the class to stand with their partner along an imaginary line of certainty.

At one end of the line is a big A4 card with the words "Definitely not the slaves" in the middle "It might be the slaves" and at the other end "It definitely was the slaves ". Ask the pupils to move to the spot that they think their card gives evidence for. When there, they can always ask the people at the same place whether

they agree and can always change their mind and move along the line if they think they are in the wrong place.

With pupils standing in different positions depending on their own view, start drawing out the key learning points. Why are we standing at different places? Why are some in the middle? Why are they not sure? Let's ask them.

Focus on why the evidence might be strong or weak.

The sorts of ideas that emerge are:

- that films may not be historically accurate as that is not their main purpose
- that accounts written a long time after an event, with little access to evidence, may be unreliable
- that there must always be some uncertainty surrounding complex events thousands of years ago.

Plenary

As part of the plenary, draw (or show using clipart) a set of scales on the whiteboard, and ask the children to come to the front and put a piece of evidence on one side or the other. They simply blutack their evidence card in the pan of the scales of their choice. End by asking for a class vote. What does the evidence suggest

Show the children what the experts say.

	Take a picture of the whiteboard to stick in the books.	
Lock down activity	<p>Activity</p> <p>Images uploaded on Seesaw</p> <p>Children to create a pyramid out of cardboard and record a short explanation about who they think built the pyramids based on the clues. No wrong or right answers - just opinions</p>	

Lesson Number: 5 Location:	Key Question: KQ: Can you help us work out the victims of this 3,000 year old crime?	Lesson Outcome: Picture of organised artefacts uploaded on Seesaw
	Introduction: Set the scene of the investigation on the slides - '3000 years ago a well known gang of tomb robbers broke into a number of tombs - this is the scene of the crime'. You have been asked by a detective agency to help the families whose relatives cant go to the afterlife until their goods are returned to their tombs. Can you help? Before they begin, ensure that all pupils know that the tombs would have contained objects linked to the people's work in this life. You can do this by modelling using slide 8. Here's a test for you. If this object was found what sort of person would have it in their tomb? Clue: think of clothes.	Resources ipads

Main

Now introduce the people who might be the ones who have had their tombs raided. There are 6, but the tomb goods belong to just 4 people. So, can the children work out:

- a. Who the four people who owned each of the grave goods are and who the two are not.
- b. Which goods belong to which individual? They are not necessarily equally distributed.

To help them to grasp this concept, ask them to think what sort of object might have survived for an artist. Yes, a paintbrush. Great. Now we're off!!

Activity

In mixed ability table groups give the children the named artefacts and a copy of each of the tomb owners. Children are to sort the artefacts onto the different owners.

Support: Work as a group with adult support.

Challenge: Explain why you have placed certain artefacts with different tomb members.

Plenary

Now its time to start revealing the answers. Ask the children to come to the front and move the pictures of the objects on the

	Interactive Whiteboard to their 'correct' owner. Allow time for discussion and alternative views.	
Lock down activity	<p>Show children the slides on mummification and ask them to write a set of instructions on how to mummify your pet cat.</p> <p>Share the key features of instructional text.</p> <p><u>Activity</u></p> <p>SEN/LA - children fill in a writing frame on 'How to mummify their pet cat'.</p> <p>MA/HA - children to write instructions on 'How to mummify their pet cat'.</p>	

Lesson Number: 6 Location: classroom	Key Question: <i>How did the Egyptians lay the foundations for a modern society?</i> <i>Big Write explanation</i>	Lesson Outcome: Big Write explanation to go in their History books. Toolkit focussed on historical knowledge and understanding rather than literacy skills
	Introduction: Remind pupils of all the links we've made with the Ancient Egyptians and modern day . Create a bullet point list on the WB	Resources Slides Writing Template History books
	<u>Main</u> Model writing an explanation using one of the historical facts and linking it to modern society e.g. Hieroglyphs and written language or funeral burials and mummification. <u>Activity</u>	

	<p>SEN/LA - children to match historical learning to modern day society (template provided with a prompt to write an explanation)</p> <p>MA/HA - Children write an explanation answering the question: <i>How did the Egyptians lay the foundations for a modern society?</i></p> <p><u>Plenary</u></p> <p>Children to share their explanations with the rest of the class.</p>	
<p>Lock down activity</p>	<p><u>Activity</u></p> <p>To be uploaded on Seesaw</p> <p>SEN/LA - children to match historical learning to modern day society (template provided with a prompt to write an explanation)</p> <p>MA/HA - Children write an explanation answering the question: <i>How did the Egyptians lay the foundations for a modern society?</i></p>	