

Ancient Egypt: A KS2 unit of work

A note on curriculum design at South Moreton School

At South Moreton School, we embrace our mission statement:

“The World for our Children, Our Children for the World”.

Intent

Our curriculum is intended to:

- Offer the full range of National Curriculum subjects and the and full breadth of study within these
- Cater for the needs of all pupils, across all year groups
- Embed and develop our vision for South Moreton School through the 3 aspects of academic excellence, resilience and wellbeing, and global citizenship

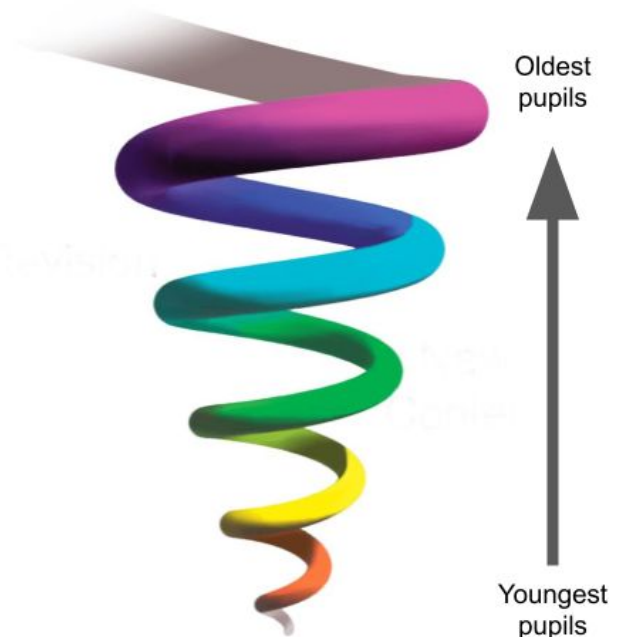
We believe that in order for our children to be active, responsible, curious citizens of the future world, we must equip them with **transferrable** knowledge - knowledge ‘how’ as well as knowledge ‘of’.

Our South Moreton School skills progressions demonstrate how, across a broad and balanced curriculum, we sequence learning in order to build on previous knowledge, with deepening understanding over time creating an ever-widening spiral of knowledge embedded in the long-term memory of our pupils.

Other guiding principles for our curriculum design are:

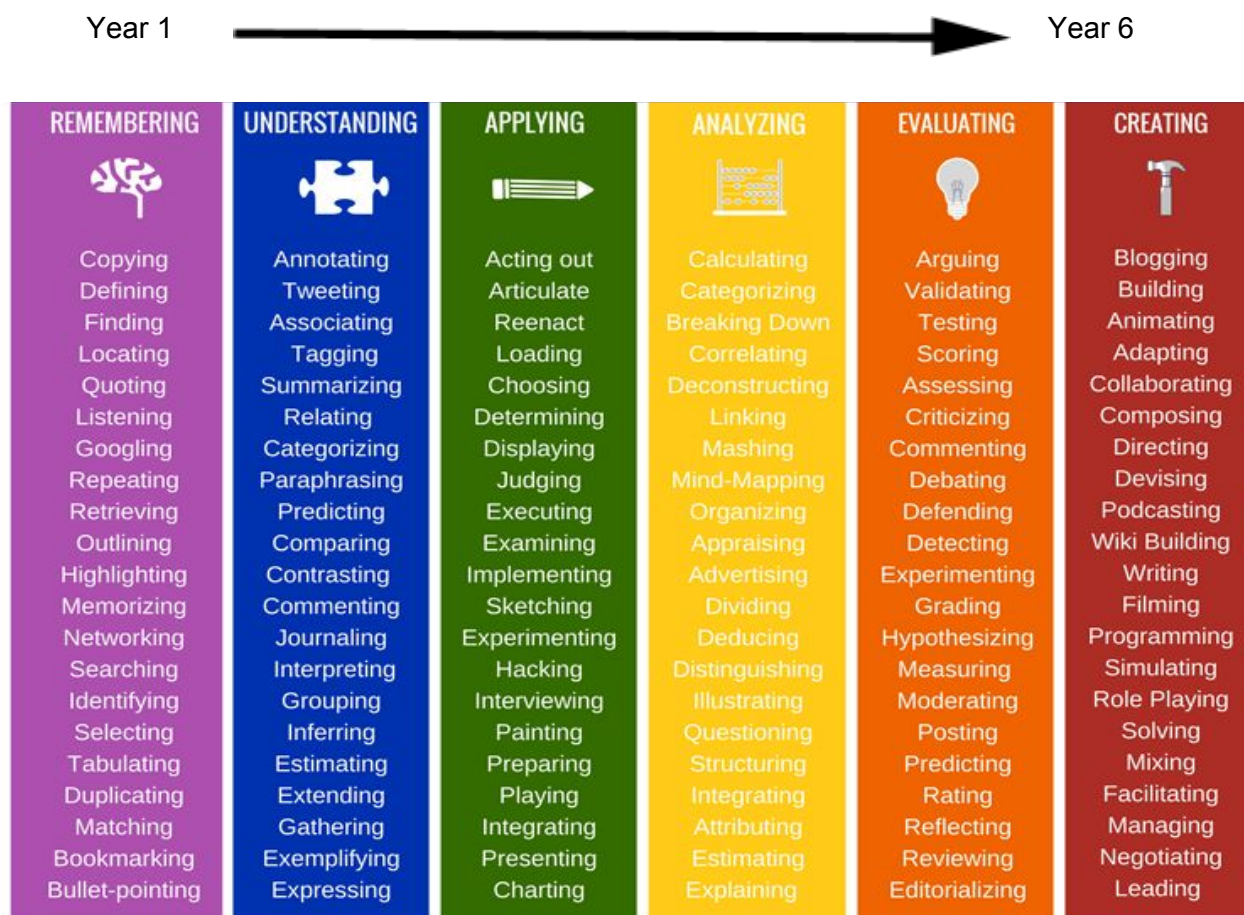
- Knowledge ‘how’ content is specified in detail
- Knowledge ‘how’ is taught to be remembered, not merely encountered
- Knowledge ‘how’ is sequenced and mapped deliberately and coherently
- Knowledge ‘how’ provides a driving, underpinning philosophy

We **sequence** learning based on teaching children the ‘knowledge how’ - following a skills progression which enables children to approach and engage with subject-specific content using an ever-widening and ever-deepening level of skill. For example, children in Year 6 will engage with content on the Ancient Egyptians in a different way to children in Year 3. This concept can be illustrated by the spiral model, where children re-encounter skills each year (different colours on the spiral), building on previous learning and embedding knowledge in the long-term memory.



Depth and challenge

We use Bloom's Revised Taxonomy to aid us in planning for depth and challenge, with increasingly demanding tasks being built up towards the end of key stage 2. Elements across the taxonomy are used in single year groups too, in order to provide challenge and extend thinking.



Deep Dive into this term's topic

Ancient Egypt

National Curriculum specific content:

The achievements of the earliest civilizations:

- an overview of where and when the first civilizations appeared
- a depth study of Ancient Egypt

Key skills in addition to our historical skills progression:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Example plan for KS2

Puffins

Wk	Objective (skills-based - elaborate for your class based on your skills progression)	Context	Suggested activities	Skills
1	Chronological understanding LO: I can plot history on a timeline using BC and AD.	Where Ancient Egypt and other important events feature on a timeline.	Discuss the terms BC and AD. What they stand for, what they mean etc. Discuss the term 'century' and explain that this means 100 years. (21st century meaning it has been 20 centuries since the birth of christ and therefore we are in the 21st century now) Cut out a number of dates from BC to AD and place them on a number line together. Children to have a selection of important events ranging from BC (Ancient Egypt) to the present and place them on their own timelines.	Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time?
2	Knowledge and interpretation/Historical enquiry LO: What was life like for people in Ancient Egypt?	Class of people	Research about the different people in Egyptian times - Pharaohs, nobility, priests, scribes, merchants, soldiers, peasants and slaves. What was life like for each of them? How was life different for the slaves compared to the nobility? Do we have a system like this today? Is life different for people who have more money today compared with people who have less?	Do they recognise that the lives of wealthy people were very different from those of poor people?
3	Historical enquiry LO: I can use sources of evidence to find out how people lived in the past.	How do we know people lived this way?	Building on last lesson, look at sources from online and from the museum. Do these sources agree with what we have found out from yesterday? Can work through the sources gathering information to either support or contradict research from last lesson. Have they found any new information to add? Are any of the sources different from each other?	Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
4	Historical enquiry LO: I can use sources of evidence to find out how people cooked / travelled in the past.	Is this different/similar to today?	Focus on how they cooked and what they ate. Where did their food come from? Did they have tools for cooking? What was farming like? Who did this kind of work? Compare it to life today - how is it similar/different? Travel - is this different today? Is there anything we have learned from Egyptians in terms of travel?	Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they appreciate that the food people ate was different because of the availability of different sources of food?
5	Presenting information LO: I can communicate my understanding about life in Ancient Egypt	Leaflet/google slides	How will the children present the information they have learned? 'Life as an Egyptian' museum exhibition for end of term.	Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
Curriculum links Not all our subjects are linked through the main topic as we believe this has the potential to dilute learning. Links are made where purposeful and rich possibilities are presented.				

Hérons

Wk	Objective (skills-based - elaborate for your class based on your skills progression)	Context	Suggested activities	Key questions
1	Chronological understanding LO: I can plot period on a timeline, using dates and historical language Challenge: I can work out difference in time from a timeline.	Present day to Ancient Egypt-travelling back in time	Get into my time machine! Visual and auditory presentation to convince children they are travelling back in time. Along their journey they will collect objects and artifacts which they will collect and use later on to consolidate their learning. Start at present day, then the year they were born, start of world war II, Victorians, Tudors, Vikings, 4BC Jesus/Bethlehem, Romans, Ancient Greeks then the final destination, Ancient Egypt. Use their mathematical skills to work out these exact time scales and differences as needed. Along their time travel journey we will also pick up key historical facts which they will need to use alongside their collected artifacts. Children can present their exciting timelines using the artifacts they have collected on their journey to plot on a long timeline as well as the information they have remembered. This timeline can be presented in their classroom which they can refer to during the year. Challenge: In their timelines, outline the development of specific features such as medicine, weaponry and transport etc	Where do you think a particular period of history fits on the timeline? Can you work out the difference in years between one particular period in history to another?
2	Historical enquiry LO: I can use historical evidence to make connections and draw conclusions	Research artifacts and become detectives	Become archaeologists-Using the artifacts that they collected at their final destination-Ancient Egypt - children are to look into these in more depth and become archaeologists, to see if they can find out more about the way Ancient Egyptians lived. This may include papyrus, tombs, symbols, mummies etc	How have historical artefacts helped us understand more about the past? What part have archaeologists played in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history?
3	LO: I can evaluate artefacts to draw conclusions about the past	Create Stories about 'A day in the life of...' based on the artifacts found on their dig	Using the Artifacts they have Found out about, children are to put this into context and write stories based on the types of people who may have owned the artifacts. Year 5 will write about 'A day in the life of a Nobleman's family' and year 4 will write 'A day in the life of a farmers family' Each group will have been given very different artifacts which are relevant to particular groups of people of that time e.g leather sandals and reed sandals. These stories need to be illustrated with the artifacts that they have found to create a richly historical piece of writing.	Who do you think wore these shoes? How do they compare? Why do you think they were made from different materials? Why was the linen worn by the farmers family feel rougher than the linen worn by the Nobleman's Family? Which family would you have preferred to have grown up in, the farmers or the Nobleman's? Why?
4	Presenting information LO: I can communicate my understanding about life in Ancient Egypt	Create a whole class time line to be displayed in classroom	Using the artifacts they have been given, the information they gained during their time travel into Ancient Egypt in their first lesson and the new artifacts looked at today, children are to create a model timeline in their books to be later created into a larger whole class timeline as part of next week's lesson	
5	Evaluating - lessons learned /	Games and quizzes to	Rock, paper, scissors- the winner needs to say a fact about ancient Egypt	

	questioning for understanding	consolidate learning on Ancient Egypt	Children to create a quiz on chrome books to be shared with the class to see how much everyone has learnt	
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	Art-critical interpretation	Making Papyrus	Explain what papyrus is and what it was made from/how it was made. Explain that it was used to write on and used for documents that were put in the tomb with the dead. Discuss hieroglyphics and hieratic. using the images from the British museum, analyse the numerous papyrus scrolls as a class and the images that they can see. Play an Egyptian version of 'where's Wally' getting into teams to see if they can spot the deities, trees, houses, crook and flail ankh etc. along the way explain what they were and why they were included in the image. After research children are to make their own papyrus scrolls from scratch , compose a scene influenced by the images they have seen in the original scrolls from the British museum to include hieroglyphs and to recreate this on their own handmade papyrus.	
	English	Work using film as a springboard Tadeo Jones, The Egyptian pyramids (both the literacy shed)	Use film to write a setting description in the tomb Suspense writing-write a recount in the shoes of the explorer in the Egyptian tomb Journal entry- watch BBC clip about building the pyramids and explore the emotional strain of working on the pyramids and in a journal entry, write from the perspective of one of the Egyptian workers such as the character in the clip	
	Science		Time raiders-Death of a mummy -mummification, mummies possible cause of death based on evidence found, main organs in the human body, translation of hieroglyphs, canopic jars and organ identification activity from the jars! Write a short scientific report on their findings	

Red Kites

Wk	Objective (skills-based - elaborate for your class based on your skills progression)	Context	Suggested activities	Notes	Skills Progression
1	LO: to understand when the ancient Egyptian civilisation took place in comparison to other key time periods	Ancient Egypt in timeline to present day	Give the children cut outs with different time periods on - ancient Egyptians, Ancient Greeks, Romans, Anglo-Saxons, Vikings, Stone age etc. Ask the children in groups to place them in chronological order. What have they decided? Are the groups different? Children to justify their choices using their previous knowledge to support. SC to give them dates for time periods. Does this change anything? Why? Show chn the timeline. Underneath their timeline can they write facts about each time period that they already know? What do we already know about the ancient Egyptians? What do we want to know about the Egyptians? How could we find this out?	Take photos of the children ordering and take photos of their group timeline with information. Upload to TT.	Can they say whether a period of history fits on a timeline? Can they place features of an event and people on a timeline? Can they pose their own historical questions?
2	LO: to understand the reliability of sources/draw conclusions from sources	Sources	Give the children paper with different sources on them. What are these? Discuss different types of sources - primary and secondary. Which are more reliable? What do we learn from these sources? In groups chn to make notes on what they have learnt from the sources. Do different sources agree or conflict with each other? Which do we trust? Chn to identify questions that they now have from the sources - historians ask	Print sources. Photos for TT.	Can they look at two different versions and say how the author may be attempting to persuade or give a different viewpoint?

			questions.		
3	LO:to make links with ancient Egyptian gods with modern religions NCR	Research	Egyptian Gods. Children to use the chromebooks - google classroom to research the Gods and make notes. Discuss what they have found. Are the gods similar to another group of people? Are the different? Do we have Gods like this today in religions? Discuss. Why did they have Gods? Why do people have religious beliefs today? Link between science - trying to explain things they couldn't. Link with Christianity - great flood and Hinduism - many gods.	Chromebooks needed	Can they use historical concepts to draw contrasts?
4	As above NCR	English link	Write up on the chromebooks part of their NCR about Egyptian Gods ensuring that they explain: What the Egyptians believed Why they believed this How this compares with religions today	Chromebooks needed	
5	LO: to compare the views of ancient Egyptians with modern day life NCR	English Link	What happens after death? Use the chromebooks to research after death with the Egyptians. Write notes. Share. Discuss how is this different/similar to today or other groups of people? Chn to write up this as part of their NCR. How will they order this? Must include comparison.	Chromebooks needed	Can they use historical concepts to make connections/draw contrasts?
5	LO:To evaluate how advanced the Ancient Egyptians were NCR	Sources English Link	Were the ancient Egyptians an advanced civilisation? Chn to discuss based on what they already know. Chn to be given sources. What do we learn from these sources? Did they understand more than we think? Talk through different subjects together. Show photos/video clips and the chn to make notes. Maths Pyramids Calendar Air conditioning Medicine Chn to discuss whether they were an advanced civilisation and why.		Do they appreciate that some ancient civilisations showed greater advancement than people who lived after them?
5	NCR		Chn to write up Were the ancient Egyptians an advanced civilisation? On their NCR on the chromebooks. How will they set this part out so that it makes sense? How will they ensure they are answering the question?	Chromebooks	

Other opportunities within the topic

- Look at hieroglyphics. How did the Egyptians write? What did they use? Chn to have a go writing using them. Can they make a maths code for another pair to crack using them?
- Tutankhamun art - painting ?
- Research canopic jars. Design a canopic jar. Make a canopic jar. SATs week
- Tourist leaflet of ancient Egypt - writing links
- Knex - making a pyramid - design and structure work

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	Art		Canopic jars (see med term plan for art)		