

Alexander Hosea Curriculum Map – Y4

Subject: History – Ancient Egypt

Enquiry Question: Why did the Ancient Egyptian civilisation last for so long?	
<p>Disciplinary Concepts: significance, cause and consequence Substantive Concepts: civilisation, trade, invention</p>	
<p>Programme of Study Statements</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Amulet: small carved charm worn as protection from harm, or placed over incisions in the body during funeral rites. Ankh: hieroglyphic symbol of life in the form of a T-shape, surmounted by a loop. Archaeologist: person who studies human history by excavating remains. Barque: funeral boats, either models or full-size, used to transport pharaohs to the afterlife. Canopic jars: ceramic jars used for burying organs taken out during mummification. Cartouche: distinctive shape surrounding hieroglyphic names of pharaohs. Demotic script: 'sekh shat' in Egyptian – cursive writing script developed from hieroglyphs. Egyptologist: archaeologist specialising in Ancient Egyptian life. Embalming: part of the funerary process where the cleaned body is wrapped in linen bandages to prevent it from decay. Hieroglyphs: Ancient Egyptian script made up of signs and symbols. Hieroglyphs is the noun, hieroglyphic is the adjective. Mummy: body which has been fully preserved for the afterlife. Papyrus: paper made from reeds. Pharaoh: the king or ruler. Sarcophagus: stone outer coffin designed to contain the decorated wooden coffins which in turn contained the mummified body. Scribe: professional writer. Silt: black mud washed down the Nile with the annual flood. Stele: carved stone or wooden slabs carrying funeral or commemorative inscriptions.
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time select and combine information from different sources know certain events and people have been interpreted in different ways and suggest possible reasons for this find out about the everyday lives of people in time studied compared with our life today explain how people and events in the past have influenced life today identify key features, aspects and events of the time studied 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To place on a timeline and know the duration of the Egyptian civilisation To know some of the most important/successful pharaohs in Ancient Egypt and why we remember them (Ramases II) To know the importance of trade within Ancient Egypt To identify the importance of the River Nile in Ancient Egyptian civilisation with regards to <ul style="list-style-type: none"> ➤ the ability to adapt to the Nile River Valley conditions ➤ settlement ➤ trade ➤ agricultural techniques (flooding/irrigation) To know how and why the Ancient Egyptian civilisation ended

- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms
- start to present ideas based on their own research about a studied period

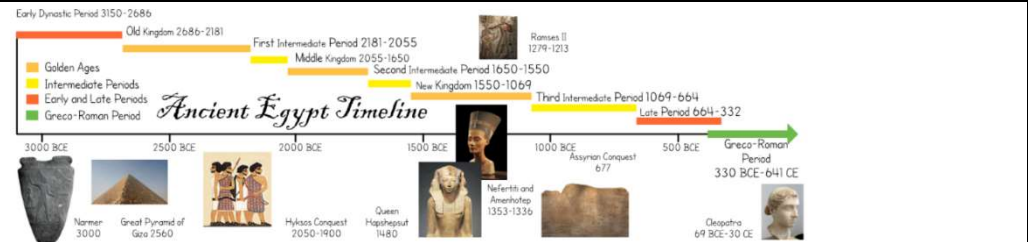
Prior Knowledge:

- understand countries are ruled and governed
- know the Ancient Greeks were an advanced group of people
- understand what a farming community is
- understand the term invention
- understand that trade is important for a civilisation to be successful

Future Knowledge:

- develop understanding of other successful civilisations
- to understand the meaning of democracy within civilisations
- know that successful civilisations are innovative

Timeline /chronology



Cultural Capital

Visits and visitors

- <https://www.planmyschooltrip.co.uk/history-egyptians.php>
- <https://www.thosehistorypeople.co.uk/>
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt>
- Visit to Bristol Museum/Ashmolean Museum (Oxford) – Ancient Egypt exhibition

Experiences

- Hieroglyphic writing on papyrus
- Make Egyptian bread
- Make pyramids
- Mummify a tomato
- Egyptian Day
- Make Canopic jars

	<ul style="list-style-type: none"> • Use toilet roll as a long timeline – where would Cleopatra be? Where is Tutenkhamun? Where are the Great Pyramids?
<p>Community Events and links</p> <ul style="list-style-type: none"> • Yate Heritage Centre 	<p>Global Issues</p> <ul style="list-style-type: none"> • Impact of global warming on River Nile and agriculture/settlements today • Current political situation in Egypt • Class structure in other societies around the world today
<p>Key texts</p> <ul style="list-style-type: none"> • https://www.historyforkids.net/timeline.html • https://www.booksfortopics.com/ancient-egypt • https://www.ducksters.com/history/ancient_egypt.php • http://www.primaryhomeworkhelp.co.uk/Egypt.html • https://www.techagekids.com/2013/05/ancient-egypt-for-kids-top-online.html • The Egyptian Cinderella – Shirley Climo & Ruth Heller • The Egyptians – Jonny Mark & Chaaya Prabhat • Secrets of a Sun King – Emma Carroll • Marcy and the Riddle of the Sphinx – Joe Todd Stanton • Ancient Egypt – Tales of Gods and Pharoahs – Marcia Williams • Meet the Ancient Egyptians – James Davies • The Story of Tutankhamun – Patricie Cleveland-Peck Isabel Greenberg • So You Think You’ve Got It Bad? A Kid’s Life In Ancient Egypt – Chae Strathie & Marisa Morea 	<p>Famous People</p> <ul style="list-style-type: none"> • Ibn Khaldun (historian) • Cleopatra • Hatshepsut • Nefertiti • Rameses II • Tutankhamun • Howard Carter (archaeologist)