

Medium Term Planner **Ancient Civilizations: Egypt**

At one point there were real fears that this topic would be axed from the KS2 curriculum. Mercifully it was reprieved so we now need to make sure that we do full justice to it. This means focussing on the attitudes, beliefs, and ways of life, which seem very remote to us today, and on the way we can build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. Not that you should focus too much of this topic on chronology. As it is best taught in Y3, in my opinion, we don't need to look in detail at the differences between the Old Middle and New Kingdoms. Instead we should focus on the Gift of the Nile, the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived.

But this must be much more than simply a study of Ancient Egypt. The curriculum insists that pupils learn about other ancient societies from that time. This seems a tall order for Y3 pupils so I have created a sixth key question which asks pupils to simply investigate what societies in Mesopotamia, the Indus valley and in China all had in common and not treat each separately. This seems the level of detail that Y3 can make sense of. Too much and they will lose sight of the wood for the trees and become bored and dispirited. As this is such a great topic that is the very last thing we would want. So have fun but stick to the key questions which focus the learning. You will notice that there is a home study on pyramids. This is designed to aid pupils' ability to ask their own research questions, on the one hand, and to cash in on their innate interest in the topic to fire their creative imagination and independent learning skills and to free up class time<sup>ext</sup>

Key questions content coverage/key concepts	Learning objectives	Learning activities	Learning resources	Outcomes / assessment
<p><b>❶ What can we quickly find out to add to what we already know about Ancient Egypt?</b></p> <p><i>This way of starting should build on what some pupils already know without slowing down the start. The information run is designed to be quick and to build pupils' knowledge so they feel more confident.</i></p>	<p>*Pupils are able to locate Ancient Egypt in time and place and to mention at least 3 or 4 iconic features of Ancient Egyptian civilization</p> <p>*Pupils can identify features that would NOT have been present in Ancient Egypt from an</p>	<p><b>Starter:</b> explain that pupils are going to be planning an expedition to ancient Egypt, but first they need to find out as much as they can about what they might expect.</p> <p><b>Introduce Placemat</b> What can they recognise? Releases prior knowledge and introduces vocabulary</p>	<p><a href="#">KQ1 PowerPoint: What can we quickly find out to add to what we already know about Ancient Egypt?</a></p> <p>Placemat on slide 2</p> <p>video clip   New 2015 BBC video introduction animation</p>	<p>Pupils create a simple mind map which they will add to later as topic unfolds</p>

	<p>anachronism picture e.g. tractors, thermos flasks.</p> <p>* More able can find between 5 and 8 such anachronisms and can suggest what the Ancient Egyptians had instead</p>	<p><b>Show video clip 1</b> to quickly build pupils' knowledge base <b>Smart task 1 Information run</b></p> <p>Use unravelling <b>ball of string to represent going back in time.</b> Introduce the word ancient and discuss its meaning</p> <p><b>Smart task 2 Spot the mistakes</b> Pupils identify anachronisms in an illustration with deliberate mistakes. More able can say not just what is wrong but what would have been used instead. This to be done collaboratively with access to resources.</p>	<p><a href="http://www.bbc.co.uk/education/clips/zsqs4j6">http://www.bbc.co.uk/education/clips/zsqs4j6</a> <b>RS1</b> contains statements to be cut up for information run.</p> <p><b>Slide 4 Anachronism image</b></p> <p><b>RS2</b> Anachronism answer sheet</p>	
<p><b>🕒 How can we discover what Ancient Egypt was like over 5,000 years ago?</b></p> <p><i>Pupils plan an expedition as expert archaeologists, but they need to know what clothes to wear (climate) where to start investigating (desert or Nile valley?)</i></p>	<p>* Pupils are able to locate the Nile valley on a world map &amp; make deductions from map evidence.</p> <p>* Pupils grasp importance of the Nile and significance of annual floods</p> <p>* They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important</p>	<p><b>Planning the expedition</b> Pupils plan an archaeological expedition. Working against the clock, pupils have a limited amount of time to find the pyramids with the treasure that is in danger of being looted by thieves.</p> <p><b>Smart task 1:</b> locating sites for pyramids and temples</p> <p><b>Smart task 2 Zone of inference</b> Picture analysis. Nebamun out hunting. Pupils annotate British Museum image</p>	<p>Teacher provides <b>artefacts:</b> Explorers hats, archaeologists trowels and torches for exploring dark tombs</p> <p><a href="#">KQ2 PowerPoint: How can we discover what Ancient Egypt was like over 5,000 years ago?</a> <a href="#">Use slides 2-6 to set the scene</a></p> <p><b>RS1 Zones of inference</b> template Slide 7 of the PowerPoint provides suggested annotations to consolidate pupils' understanding</p>	<p>Annotation of image to identify salient features and deductions we can make as historians</p>

	<p>when moving the heavy stones to build the pyramids)</p> <ul style="list-style-type: none"> <li>* Pupils know that water was stored in canals and ditches</li> <li>* They can explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.</li> </ul>			<p>Annotated image with comments in three zones: what I can see, what I can work out, what I don't know/need to know</p>
<p><b>③ What sources of evidence have survived and how were they discovered?</b></p> <p><i>What secrets of Ancient Egypt are revealed by the pyramids?</i></p> <p>NB This is the launch pad for pupils own home-based study 7 on pyramids in which they ask as well as answer questions.</p>	<ul style="list-style-type: none"> <li>*Pupils can list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs</li> <li>*Pupils grasp that much of our understanding of the Ancient Egyptian civilization came within the last 200 years.</li> <li>*They grasp that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.</li> <li>*Pupils can explain why pyramids were built</li> </ul>	<p><b>Reconstruction relay</b> see outstanding lesson for full details of the activity recreating Sir Howard Carter's opening of Tutankhamun's tomb which was piled high with objects which pupils have to recreate.</p> <p>If possible have your own stock of artefacts.</p> <p>Models of report writing e.g. Heinemann's Big Book on Howard Carter and the opening of Tutankhamun's tomb.</p> <p>Problem-solving using outstanding lesson. Use film clip from <i>Prince of Dreams</i> (not provided) as a dramatic introduction (which suggests it was slaves) followed by an investigation using clues which suggest it wasn't!</p>	<p><b><u><a href="#">KQ3 Outstanding lesson: Opening of Tutankhamun's tomb</a></u></b></p> <p><b>Smart task: So who did build the pyramids?</b></p> <p><a href="http://www.keystagehistory.co.uk/keystage-2/so-who-did-build-the-pyramids/">http://www.keystagehistory.co.uk/keystage-2/so-who-did-build-the-pyramids/</a></p> <p>BBC has a range of clips of building the pyramids to complement the British Museum's site</p>	<p>Pupils recount the opening using their own experience and Carter's recollections. Specific focus on adjectives to describe what they discovered and their feelings entering the tomb</p>

	<p>*They use a range of clues to come to an independent conclusion as to who built them</p>			
<p><b>④ What does the evidence tell us about everyday life for men, women and children?</b></p> <p><i>The Tomb robbers activity is the main one here. Pupils know that people were buried with miniature items related to their life/job. So can pupils match looted items from tombs to their real owner?</i></p>	<p>*Pupils grasp that this is a very hierarchical society</p> <p>*Pupils can explain that most men were farmers</p> <p>*Women spent much time baking bread, collecting water etc</p> <p>*Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.</p>	<p><b>Smart task 1: King Den's sandals: what can we learn from an ancient label?</b> Teacher-led using notes in core text.</p> <p><b>Outstanding lesson Crimewatch 2000 BC: Tomb robbers</b> Pupils are presented with a collection of grave goods which have been looted from four tombs where we fortunately know the owners. But can the pupils return the goods to the right owners, thereby allowing them to enter the next world.</p> <p>Watching two videos</p>	<p><b><u><a href="#">KQ4 PowerPoint: What does the evidence tell us about everyday life for men women and children?</a></u></b></p> <p>Slides 2-4 provide the evidence about Den's sandals - what can we learn from an ancient label? Teacher-led using notes in core text <b>Slide 5</b> explains the hierarchy of ancient Egyptian society and leads to the core activity which helps pupils to discover the life style of other levels of society</p> <p><b>Outstanding lesson Tomb robbers</b> <a href="https://www.keystagehistory.co.uk/keystage-2/crimewatch-ancient-egypt-tomb-robbers/">https://www.keystagehistory.co.uk/keystage-2/crimewatch-ancient-egypt-tomb-robbers/</a></p> <p>9 minute film on daily life <a href="http://www.bbc.co.uk/education/clip/s/zjhsb9q">http://www.bbc.co.uk/education/clip/s/zjhsb9q</a> 2 minute clip about working life <a href="http://www.bbc.co.uk/education/clip/s/zgkd7ty">http://www.bbc.co.uk/education/clip/s/zgkd7ty</a></p>	<p>Pupils annotate around a picture of one of the owners of the robbed goods showing how their possessions helped explain their occupation.</p>
<p><b>⑤ What did the Ancient Egyptians believe about life after</b></p>	<p>*Pupils can sequence the stages of mummification</p>	<p>Outstanding lesson <b>Mantle of the expert: helping the hopeless embalmer</b></p>	<p><b><u><a href="#">Outstanding lesson: Helping the Hopeless embalmer</a></u></b></p>	

<p><b>death and how do we know?</b></p> <p><i>It is really important here to go beyond the simple process of mummification to explore why it was necessary-to preserve the person's body for their difficult journey into the afterlife. Pupils must learn about the significance of the good luck charms</i></p>	<p>*They grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas</p> <p>*Pupils understand that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife. Only when hieroglyphics were deciphered about 200 years ago could we fully understand the source</p> <p>*Pupils understand the importance of <i>maat</i>, creation myths and the role of gods and goddesses</p>	<p>Full outstanding lesson description</p> <p><b>From page to stage.</b> Pupils take on role of one of the figures in a section of a Weighing of the Heart ceremony and explain their role.</p>	<p><a href="http://www.keystagehistory.co.uk/keystage-2/helping-the-hopeless-embalmer/">http://www.keystagehistory.co.uk/keystage-2/helping-the-hopeless-embalmer/</a></p> <p>5 minute description of the mummification process <a href="https://www.bbc.co.uk/bitesize/articles/zrcg2sg">https://www.bbc.co.uk/bitesize/articles/zrcg2sg</a></p> <p><b>Lesson Understanding the Book of the Dead: from page to stage</b> <a href="http://www.keystagehistory.co.uk/keystage-2/understanding-the-book-of-the-dead-from-page-to-stage/">http://www.keystagehistory.co.uk/keystage-2/understanding-the-book-of-the-dead-from-page-to-stage/</a> Ani's story</p> <p><a href="http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/1/resource_mummification.aspx">http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/1/resource_mummification.aspx</a></p>	<p><b>Common assessment task on</b> Egyptian beliefs with mark scheme and examples of pupils' work in assessment part of the site</p> <p>Pupils annotate the scene of the weighing of the heart, one they had not seen before to show that they can APPLY their knowledge and understanding</p> <p>Common Assessment Task How can we tell from this picture that the Ancient Egyptians believed in the afterlife?</p>
<p><b>6 What did Ancient Egypt have in common with other civilizations from that time?</b></p>	<p>*Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map:</p> <ul style="list-style-type: none"> <li>• Indus valley</li> <li>• Sumer (Mesopotamia Modern Iraq)</li> <li>• Shang dynasty China.</li> </ul>	<p><b>Gallery.</b> Pupils are shown maps to explain where the other significant ancient civilizations grew up. They are then provided with a gallery of images from these civilizations. Pupils have to work out what these civilizations had in common.</p>	<p><b>Smart Task: What did Ancient Egypt have in common with other civilizations from that time? KQ6 PowerPoint</b></p> <p>BBC KS2 website for pupil research:</p> <ol style="list-style-type: none"> <li>a. Indus Valley <a href="http://www.bbc.co.uk/guides/z9m9psbk">http://www.bbc.co.uk/guides/z9m9psbk</a> (4 minutes long)</li> </ol>	<p>Pupils write four sentences explaining what the featured civilizations had in common e.g.</p> <p>Pupils present a group PowerPoint presentation on one of the three civilizations other than Egypt focussing on</p>

		<p>Pupils <b>research</b> one chosen civilization and prepare a PowerPoint presentation</p>	<p>b. Shang dynasty  <a href="https://www.bbc.co.uk/education/topics/z39j2hv/resources/1">https://www.bbc.co.uk/education/topics/z39j2hv/resources/1</a> (contains a good introduction and a range of other clips too)</p> <p>c. Ancient Sumer  <a href="https://www.bbc.co.uk/education/clips/z9sxv4j">https://www.bbc.co.uk/education/clips/z9sxv4j</a></p>	<p>Similarities and differences;          Legacy;          How evidence was discovered.</p>
<p><b>Home study: The pyramids</b>          There were about 80 of these, the most famous are the 3 at Giza, the largest being the Pyramid of King Khufu  <i>This should enable pupils to pose their own questions and stimulate a creative product</i></p>	<p>*Pupils are able to raise valid historical questions for themselves          e.g. Who built them?          How were they built? Why were they so massive? What were they for? Why did people go to so much trouble? How did they organise the building and who paid? How many were built and what happened to them?          *Pupils study a range of texts to investigate            *They are selective in their choice of material and tightly-focused on the question            *Pupils also show creativity in how they present their findings</p>	<p>Pupils create a 3 D model of a pyramid. Each face is a pull-up flap. On each face there is a question. As you open the flap an answer is revealed. As you go further into the pyramid a number of other questions are placed on the doors with answers behind. Finally, you might have a question written on the outside of a mummy with the answer wrapped inside. Plenty of scope for real creativity here.</p>		