

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: History Year Group: 5		Area of learning: Ancient Egypt & Ancient Greece
Links to previous work/Remember when	<u>National Curriculum:</u> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y3 Roman study / Y4 Vikings & Victorians study) <u>Key Skills:</u> <ul style="list-style-type: none"> • Chronology- Place current study on a timeline in relation to other studies (Romans / Vikings / Victorians) • Know key dates, characters and events of time studied (The Romans / Vikings / Victorians). • Historical Enquiry- Use a range of sources to find out about an aspect of time past. Ask a variety of questions. 	
Term	Year 5	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<u>National Curriculum-</u> 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; <i>Ancient Egypt</i> ; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world <u>Key Skills- Chronology-</u> <i>Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.</i> <u>Historical Enquiry-</u> <i>Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account.</i> <u>Historical Sources-</u> <i>Use a range of primary and secondary sources for historical enquiry. Provide an account of an historical event based on more than one source of evidence.</i> <u>Range and Depth of Historical Knowledge-</u> <i>Compare an aspect of life with the same aspect in another period.</i> <u>Historical Interpretations-</u> <i>Make comparisons between aspects of periods of history and the present day.</i> <u>Historical Significance-</u> <i>Make observations about the importance and impact of this period of time.</i> <u>*Cross-curricular link to Art-</u> <i>A printed / dyed / weaved / stitched piece of art which can be described as a celebration of Ancient Egyptian historical images, includes cartouches, hieroglyphics and headdresses.</i>

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Vocabulary

Ancient Egypt, Ancient Greece, civilisation, chronology, duration, period, dynasty, location, achievements, impact, compare. empire, irrigation, trade, River Nile, Pharaoh, temple, tomb, pyramid, King Narmer / Egyptian Gods & Goddesses / Hyksos people, Alexander the Great, Queen Cleopatra, conquer, New Kingdom, nilometer, Tutankhamun, hieroglyphics, cartouche, Howard Carter, burial chamber, antechamber, annex, treasury, papyrus, architecture.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). Chronology- <i>Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.</i> Historical Sources- <i>Use a range of primary and secondary sources for historical enquiry.</i></p> <p>Topic Hook / Launch- Set up an ‘Egyptian museum’ with photographs / artefacts and ask children to visit each table and make notes about / draw what they find. Ask children to write down any questions they have that can be answered throughout the topic.</p> <p>Key Questions- Ancient Egypt Introduction</p> <ul style="list-style-type: none"> ● <i>What do you already know about Ancient Egypt?</i> ● <i>Where is Ancient Egypt in history?</i> ● <i>Where is Egypt in the world? (Geography link)</i> <ul style="list-style-type: none"> ● <i>Locate Ancient Egypt on a timeline (use Time Travel Machine PowerPoint to go back through different time periods- possible resources folder).</i> ● <i>Children complete a timeline showing the key dates during Ancient Egypt (see timeline poster in possible resources folder).</i> ● <i>Locate Egypt on the world map- highlight the capital city, other cities and the River Nile (Geography link).</i>
2	<p>i). Historical Enquiry- <i>Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account.</i></p> <p>Key Questions- Importance of the River Nile to the Egyptians</p> <ul style="list-style-type: none"> ● What do you already know about the River Nile? ● How long is the River Nile? Where does it flow through? ● Why was flooding so important to the Egyptians? ● What did the Nile produce that was important to the Egyptians? ● Why was the River Nile so important to the Egyptians? <p>*Cross curricular link to Geography- Rivers.</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=W0mAzYBugCc Watch video clip to understand how the River Nile was used (children make

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<p>notes and then possibly carry out more of their own research using books / iPads).</p> <ul style="list-style-type: none"> Using facts from own research- Create a fact file about how the River Nile was used by the Egyptians- poster, leaflet, labelled image of the Nile etc.
3	<p>i). Historical Sources- Use a range of primary and secondary sources for history. Provide an account of an historical event based on more than one source of evidence.</p> <p>*Cross-curricular link to Art- A printed / dyed / weaved / stitched piece of art which can be described as a celebration of Ancient Egyptian historical images, includes cartouches, hieroglyphics and headdresses. rical enquiry.</p> <p><u>Key Questions- Egyptian Beliefs (Pharaohs / Gods- will link to Ancient Greek Gods later in the topic)</u></p> <ul style="list-style-type: none"> Who ruled Ancient Egypt? What was the role of a Pharaoh and what were they in charge of? Were all Pharaoh's male? Did the Egyptians believe in one God? What did the Egyptians believe would happen if they honoured their Gods? Who were some of the most important Gods? Where were the Pharaohs buried after they died? How were pyramids / temples used after the death of a Pharaoh? <ul style="list-style-type: none"> https://stories.wgbh.org/explore-ancient-egypt/ Use online link to explore images of temples and pyramids. https://www.britishmuseum.org/collection/galleries/egyptian-life-and-death Virtual tour of the British Museum for the Tomb Chapel of Nebamun. Pharaohs- Design a headdress for a Pharaoh to wear or decorations (paintings / carvings) for the walls of a tomb (link to Egyptian Art study) Egyptian Gods- https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/ancient-egyptian-gods/ Use online link to explore the names / roles of a selection of Egyptian Gods. Children carry out their own further independent research in groups and present their findings to the rest of the class.

Brough Primary School – Curriculum Intention Plan 2021 - 2022



4

i) **Historical Enquiry-** Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account.

Historical Sources- Use a range of primary and secondary sources for historical enquiry.

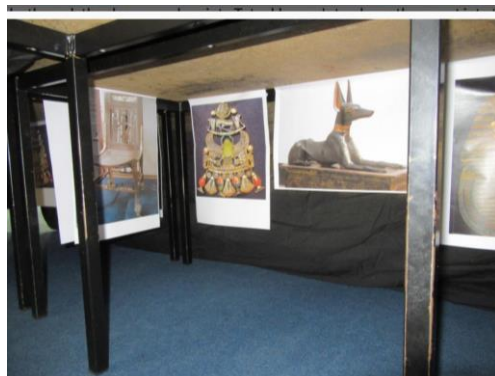
Key Questions- Tutankhamun

- Who is said to be one of the most famous Pharaohs?
- How old was Tutankhamun when he became King of Egypt?
- How long did he rule for? How old was he when he died?
- Where was he buried?
- Who discovered his tomb?
- What was special about this tomb discovery?

- Tutankhamun video link-

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhhbk>

- Tutankhamun- A reconstruction relay (see notes / PowerPoint in possible resources folder 4)- You are trying to recreate the atmosphere of tension and anticipation back in 1922 when Howard Carter first caught sight of the glorious golden treasures of the boy king's tomb that had lain undisturbed for some 3,000 years. You are turning a part of the classroom into the chamber leading to the tomb. Pupils have to travel down a tunnel of tables to see pictures of the inside of Tutankhamun's tomb. They must concentrate on memorising what they see as the gases inside the tomb only allow them 10 seconds before they must rush back and draw what they saw. Children devise their own questions about what they have seen.



Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> ● Ancient Egypt- Water Boy account https://www.youtube.com/watch?v=SVh89B1oltg ● Write a diary entry from Howard Carter from when the tomb was first discovered.
5	<p>i) Chronology- Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Range and Depth of Historical Knowledge- Compare an aspect of life with the same aspect in another period (Religion- Gods).</p> <p><u>Key Questions- Introduction to Ancient Greece / Comparison of Egyptian & Greek Gods</u></p> <ul style="list-style-type: none"> ● What do you already know about Ancient Greece? ● Where is Ancient Greece in history? Compared to the Egyptians? ● Where is Greece in the world? (Geography link) ● Did the Greeks worship Gods like the Egyptians did? <ul style="list-style-type: none"> ● Locate Ancient Greece on a timeline (compare to where Ancient Egypt is). ● Children complete a timeline showing the key dates during Ancient Greece (see knowledge organiser in possible resources folder). ● Locate Greece on the world map and look at a map of Ancient Greece (page 5 of 'Ancient Greece Guide' in the possible resources folder has a good version to look at). ● We know that the Egyptians followed many Gods so compare this to what the Greeks believed (the twelve most important gods and goddesses lived on Mount Olympus and they were called the Olympians)- Children are given God/Goddess names and muddled up descriptions / symbols to sort correctly. ● Complete a Greek God family tree (see possible resources folder 5). ● Complete further research about Greek Gods and present this research in however the children wish to showcase their work- newspaper report, poster, fact file, through drama etc. ● Complete a comparison between Greek Gods and Egyptian Gods- What is the same / different between the two civilisations?
6	<p>i). Historical Significance- Make observations about the importance and impact of this period of time (Ancient Egypt and Ancient Greece). Historical Interpretations- Make comparisons between aspects of periods of history and the present day.</p> <p><u>Key Questions- Greek life and achievements / What the Ancient Egyptians and Ancient Greeks did for us today</u></p>

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> ● What did the Ancient Egyptians / Ancient Greeks do for us? ● What were the greatest achievements of each civilisation? ● What did the Egyptians invent and use that have influenced what we do today? ● What did the Greeks invent and use that have influenced what we do today? <ul style="list-style-type: none"> ● Sort out statements / images of influences from Ancient Egypt / Ancient Greece and children decide which civilisation they are from before going into more detail about each one. ● https://www.bbc.co.uk/bitesize/clips/z9kmhv4 Watch video clip- What did the Greeks do for us? (Democracy / Olympic games / medicine / architecture- temples) ● What did the Egyptians do for us? Look at use of architecture (pyramids) / hieroglyphics / papyrus sheets- https://www.natgeokids.com/uk/discover/history/egypt/hieroglyphics-uncovered/ ● Children could create their own secret messages for each other using the hieroglyphic alphabet. ● Hold a class debate with one half providing evidence for the impact of Ancient Greece on society today and one half providing evidence for Ancient Egypt. ● Hold an Ancient Greece inspired Olympic games between both Y5 classes.
--	--

Learning Outcome/product

To develop a depth of knowledge on one of the earliest civilisations (Ancient Egypt)- with comparisons to Ancient Greece and the impact both civilisations had on the western world. Children will be able to order events from these time periods chronologically, use their mapping skills to locate each country (Geography) and create an Ancient Egyptian-inspired piece of work (Art).

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

Brough Primary School – Curriculum Intention Plan 2021 - 2022



How did the Ancient Civilisations of Egypt and Greece influence us today?