

# Ashtree Primary School and Nursery Medium Term Plan for History

## Year 4 Autumn Term – The Egyptians

### Prior Skill – Chronology – Year 3

- Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local),
- Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.
- Pupils know the order of the early time periods studied - Stone Age, Bronze Age and Iron Age.
- Pupils can order the main events of Roman Britain including the invasions that took place

### Prior Skill - Enquiry – Year 3

- Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding.
- Pupils are generally able to answer questions accurately related to the area of study.
- Pupils can generally use sources to justify their answers.

**Key Vocabulary** Ancient, Egypt, Egyptian, cultural, historical, civilisation, Nile, minerals, fertile, crops, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead, source, Tutankhamun, pharaoh, tomb, treasures, crown and sceptre, archaeologist, hieroglyphs, pharaoh, hieroglyphics, decode, translate, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.

### Key Knowledge

Step 1 – To know where the Ancient Egyptians are relative to History.

Step 2 – To find out about Egyptian life by looking at artefacts.

Step 3 – To understand what was important to Egyptian people during this time.

Step 4 - To understand, explore and explain the ancient ritual of mummification.

Step 5 – To understand how evidence and sources can give us different information about the past.

Step 6 – To compare and contrast Egyptian writing (hieroglyphics) with my own.

Step 7 – To compare and contrast the powers of the Egyptian Gods.

### Key Skills    Black = Enquiry    Red = Chronology

Step 1 - Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline.

Step 2 - Pupils can use sources to justify their answers and are beginning to organise their responses.

Step 3 - Pupils can answer questions accurately most of the time related to the area of study. Pupils can use sources to justify their answers and are beginning to organise their responses.

Step 4 - Pupils can ask questions to develop their understanding. Pupils can use sources to justify their answers and are beginning to organise their responses.

Step 5 - Pupils can answer questions accurately most of the time related to the area of study. Pupils can use sources to justify their answers and are beginning to organise their responses.

Step 6 - Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.

Step 7 - Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.

### Curriculum Enhancements

- Trip to the British Museum
- The use of sources of information including horrible histories for different angles of information (primary and secondary)

### Misconceptions

- Number magnitude understanding – Timelines.
- Geographical knowledge – Link to Africa topic in Geography – Where is Egypt?
- Sources – Primary and Secondary.

### Suggested Activities

S1 – Timeline link

S2 – Source based lesson -

<https://www.britishmuseum.org/learn/schools/ages-7-11>

S3 – To research into what Egyptians did.

S4 – To research and recreate the process of mummification (on something like a vegetable or fruit) and understand why it was such an important ritual

S6 – To look into why hieroglyphics were used and why they would have been so important during the Egyptian times and how they help historians now.

### This will lead to in Year 5...

#### Chronology:

- Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, **including placing areas studied in previous years on to a timeline.**
- Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.
- Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,

#### Enquiry

- Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said,
- Pupils are increasingly challenging sources of information,
- Pupils show some organisation of information that is purposeful for responding to or asking questions,
- Pupils show some purposeful selection about information they wish to include in responses,