

PENTECOST TERM 2

HISTORY – Year 4 - Medium Term Planning – ANCIENT EGYPT

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Chronological Understanding Historical Enquiry LEARNING INTENTION: To know that Ancient Egypt can be placed on the timeline of historical periods. To know that the River Nile was a great importance in the pattern of life in Ancient Egypt. Disciplinary Knowledge: <ul style="list-style-type: none"> Place dates, significant events and historical terms from a particular time period on a timeline. Understand more complex historical terms eg BC/AD / BCE / CE. Use a variety of sources to improve research and use them to build detailed pictures. Aim: Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;	Historical Enquiry LEARNING INTENTION: To know that farming was important to the Ancient Egyptians. Disciplinary Knowledge: <ul style="list-style-type: none"> Use a variety of sources to improve research and use them to build detailed pictures. Aim: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Historical Enquiry LEARNING INTENTION: To know that daily life was different for the rich and poor. Disciplinary Knowledge: <ul style="list-style-type: none"> Use a variety of sources to improve research and use them to build detailed pictures. Aim: Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

characteristic features of past non-European societies; achievements and follies of mankind.		
Key Vocabulary: Nile, river, settlements, trade, drought, flood, timeline, chronology, papyrus	Key Vocabulary: crops, seasons, harvest, grow, plough, tools, River Nile, farming	Key Vocabulary: hierarchy, Pharaoh, noble, peasant, priest, vizier, slave, scribe, craftsman, soldier, society, social mobility, wealthy, poor
Recap & retrieval	Recap & retrieval <ul style="list-style-type: none"> The Nile was always busy with boats carrying people and goods back and forth to all the settlements along the banks of the river. 	Recap & retrieval <ul style="list-style-type: none"> The Nile was always busy with boats carrying people and goods back and forth to all the settlements along the banks of the river. Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines.
Key Knowledge: Child: <ul style="list-style-type: none"> Ancient Egypt had plentiful food, thanks to the Nile River. It gave them arable land, water and lots of fish. The River Nile was home to many different species of animals and birds, lots of which made a good meal for an Ancient Egyptian The Nile was always busy with boats carrying people and goods back and forth to all the settlements along the banks of the river. Teacher: <ul style="list-style-type: none"> The reeds that lined the sides of the river were also put to good use. 	Key Knowledge: Child: <ul style="list-style-type: none"> The main farming seasons were the growing season and the harvest season. In the growing season all the crops were planted. The harvest season was the time when crops were cut and gathered. Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. Teacher: <ul style="list-style-type: none"> The ancient Egyptians used grain to make bread, porridge and beer. Grain was the first crop they grew after inundation (flooding season). 	Key Knowledge: Child: <ul style="list-style-type: none"> There was a clear hierarchy of society with 6 layers: Pharaoh, chief advisor/high priest, nobles and priests, scribes and soldiers, craftsmen, slaves and farmers. There were many jobs for the people of Ancient Egypt. Teacher: <ul style="list-style-type: none"> As an agricultural society, Ancient Egypt needed farmers, fishermen and animal herders to produce food. Ancient Egypt also had cooks and household staff for domestic needs. There were labourers for building and other manual labour, but there were also skilled craftspeople.

<ul style="list-style-type: none"> • It was from these reeds that the Ancient Egyptians created the first form of paper, <i>papyrus</i>. • Reeds were also woven together to make things like baskets and even boats. • In Ancient Egyptian times, most years, the River Nile flooded onto the land surrounding it. • When the flood water drained away again, the soil that was left behind was rich in nutrients, making it perfect for farming. • Some years though the river didn't flood properly, causing a drought, when there was not enough water to go round. • Crops failed and famine followed with thousands of Ancient Egyptian people starving to death. • The Egyptians grew their crops along the banks of the River Nile on the rich black soil, or kemet which was left behind after the yearly floods. • The fertile soil was ideal to grow healthy crops. • The Ancient Egyptians tried to trap as much flood water as possible, so they did not have to constantly get water from the river. • They built mud-brick reservoirs to trap and hold the water. • They also had a network of irrigation canals that filled with water during the flood and were refilled from the reservoirs • Egyptian farmers divided their year into three seasons, based on the cycles of the 	<ul style="list-style-type: none"> • Once the grain was harvested, they grew vegetables such as onions, leeks, cabbages, beans, cucumbers and lettuce • Farmers planted fruit trees and vines along paths, to give shade as well as fruit. • Reapers cut the ripe corn with wooden sickles edged with sharp flints. • Women and children followed behind the reapers to collect any fallen ears of corn. • Cattle were used to trampled over the cut corn to remove the grain from the ears. Then the grain was tossed into the air so the breeze blew the light useless chaff away. • Every June, the Nile flooded. This was known as the flooding season. During this time the farmers would mend tools or make new ones. People would go fishing for food or extra money. • Ancient Egyptians had simple farming tools such as winnowing scoops, hoes, rakes, flint-bladed sickles and ploughs. • The majority of the tools were made entirely out of wood, or a combination of wood and stone, however, some copper tools have also been found, indicating that they had some metal tools too. • Once the floods receded and the fields dried, the plants would wither and die. The mud that the Nile left behind needed lots of watering in the hot sun. • Ancient Egypt had access to numerous spices and even sweeteners, such as honey. • Animals were important to Egyptian farmers. Animals helped them with jobs like 	<ul style="list-style-type: none"> • Architects, jewellers and artists produced Ancient Egypt's art. • There were priests and priestesses to oversee the religious needs and temples. • Soldiers protected the civilization while doctors tended to the wounded and teachers educated the young. • Everyday clothing in Ancient Egypt was simple. • It consisted of tunics, capes, dresses, loincloths and sometimes undergarments all made from light materials. • Linen and sometimes cotton were the favoured materials. • Rarely, imported silk was used to make clothing. For common people, daily clothing went mostly undecorated. • Women would sometimes have beading on their dresses. • Jewellery was important in Ancient Egypt. The rich and the poor alike wore it. • They used materials like copper, gold, beads and semi-precious stones. • The rich had access to more elaborate jewellery, but even the poor wore things like collar necklaces, earrings and rings--including the men. • Ancient Egypt had schools for children, but only boys were allowed to attend them. • Most children did not go to school at all or learned what they needed to at home. • However, boys from wealthy families who wanted to become scribes could attend special schools.
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<p>Nile River: Akhet - the inundation (June-September): The Flooding Season; Peret (October-February): The Growing Season. Shemu (March-May): The Harvesting Season.</p>	<p>trampling in the seeds, pulling the plough, eating unwanted grain or wheat and providing the Egyptians with food and drink.</p> <ul style="list-style-type: none"> • They kept animals such as cattle, goats, pigs, ducks, cows and geese. • They also grew flax which was made into linen. 	<ul style="list-style-type: none"> • The Ancient Egyptians had numerous games to play. They had mancala, checkers, dice games and more. • Children would use the anklebones of sheep in the same way modern children use jacks. • There were also more athletic games, such as swimming, wrestling, running and various other sports.
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HISTORY – Year 4 - Medium Term Planning – ANCIENT EGYPT

LESSON 4	LESSON 5	LESSON 6
<p>Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that Tutankhamun was a pharaoh who is remembered today.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Use retrieval to compare between social, cultural and religious beliefs of society in the past. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that Cleopatra was a pharaoh who is remembered today.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Give reasons why certain significant historical events happened and begin to link to evidence. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that Ancient Egypt left a legacy on aspects of mathematics, science, writing and inventions.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Explain causes and consequences of some events in history. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
<p>Key Vocabulary: Tutankhamen, Pharaoh, tomb, temple, pyramid, excavation, artefact, archaeologist</p>	<p>Key Vocabulary: Cleopatra, Pharaoh, female, power, leader, trade</p>	<p>Key Vocabulary: legacy, government, writing, mathematics, science, customs, numerical systems, architecture, art, religion, inventions, social structures, impact, influence, papyrus, pyramid</p>

<p>Recap & retrieval</p> <ul style="list-style-type: none"> The Nile was always busy with boats carrying people and goods back and forth to all the settlements along the banks of the river. Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. There was a clear hierarchy of society with 6 layers: Pharaoh, chief advisor/high priest, nobles and priests, scribes and soldiers, craftsmen, slaves and farmers. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> The Nile was always busy with boats carrying people and goods back and forth to all the settlements along the banks of the river. Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. There was a clear hierarchy of society with 6 layers: Pharaoh, chief advisor/high priest, nobles and priests, scribes and soldiers, craftsmen, slaves and farmers. Tutankhamun was nicknamed the Boy King because he began his reign when he was only nine years old. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> The Nile was always busy with boats carrying people and goods back and forth to all the settlements along the banks of the river. Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. There was a clear hierarchy of society with 6 layers: Pharaoh, chief advisor/high priest, nobles and priests, scribes and soldiers, craftsmen, slaves and farmers. Tutankhamun was nicknamed the Boy King because he began his reign when he was only nine years old. Cleopatra was a queen of Ancient Egypt. She wanted to make her country more powerful.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Tutankhamun was nicknamed the Boy King because he began his reign when he was only nine years old. His tomb was found by Harold Carter in 1922. The Pharaoh was the richest and most powerful person. They owned all of Egypt. He or she decided what was right and wrong and the laws of the land. <p>Teacher:</p> <ul style="list-style-type: none"> Tutankhamun became pharaoh of Egypt in 1332 B.C. at the age of nine. He ruled the country at a time of conflict, when battles over land raged between Egypt and the neighbouring kingdom of Nubia. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Cleopatra was a queen of Ancient Egypt. She wanted to make her country more powerful. Cleopatra was a strong female leader who ruled at a time when the world was still dominated by men. She became a significant female figure that inspired many other women in politics throughout history. <p>Teacher:</p> <ul style="list-style-type: none"> Cleopatra was born in 69 BCE in the city of Alexandria in Egypt. Cleopatra and her brother, Ptolemy XIII, became rulers together after their father died in 51 BCE. However, her brother had followers who soon drove Cleopatra from power. Cleopatra went for help to Julius Caesar, a powerful Roman ruler who was then in 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> The Egyptians made a lot of discoveries about medicine. Their farming techniques included using machines like the sakia and the shaduf – these are still used in Egypt today. The Egyptians created paper using reeds, called papyrus. <p>Teacher:</p> <ul style="list-style-type: none"> The Egyptians were very good at maths – they had to be, to work out how to build pyramids so perfectly. We know this from reading what they wrote on papyrus, discovered later by archaeologists. They understood about heartbeats and listening for a healthy pulse, and knew how the body and organs worked because of the process of making mummies.

- Nearly a decade after coming to power, the young leader died at about 18. But historians didn't know much about Tut until 1922.
- That's when a British archaeologist named Howard Carter uncovered Tutankhamun's tomb in Egypt's Valley of the Kings.
- Egyptian people believed that the pharaoh was a god on Earth.
- The Egyptians mummified people of importance to prepare them for the afterlife.
- When someone died in Ancient Egypt, it was believed that their soul went on a journey to the underworld, where they would be judged by Anubis, god of the underworld.
- If they were judged to be a good person, their soul would be reunited with their body and live in paradise for eternity.
- **His golden coffin was buried in a tomb in the Valley of the Kings surrounded by 5,000 priceless treasures.**

Egypt. In 47 BCE Caesar defeated Ptolemy XIII's forces, and Ptolemy died. Cleopatra returned to the throne. Her youngest brother, Ptolemy XIV, became co-ruler.

- Cleopatra soon followed Caesar to Rome. She stayed there until he was murdered in 44 BCE. Ptolemy XIV died in the same year. **Cleopatra probably had him poisoned.**
- After Caesar's death, Mark Antony became one of the three leaders of Rome. Cleopatra knew he could help her to gain more power. She charmed Antony, and he fell in love with her. Antony eventually left his wife Octavia to live with Cleopatra. This angered Octavia's brother Octavian, who later became the emperor Augustus. He soon declared war against Antony and Cleopatra.
- Octavian defeated Antony and Cleopatra in the Battle of Actium in 31 BCE. The couple fled to Alexandria. About 10 months later, Octavian captured Alexandria. Antony killed himself. Shortly afterward, in 30 BCE, Cleopatra also died. According to legend, she let a poisonous snake bite her. After Cleopatra's death, Egypt became a province of the Roman Empire.
- **Cleopatra has become an iconic and influential historical figure for a number of different reasons, and her importance today is still something that should be widely acknowledged.**
- **Her value however does not come simply from the fact that she was a woman but stems from the significance of her leadership**

- They also learned about the ways that different plants healed different illnesses and injuries, such as aloe vera being good for healing burns.

	<p>and influence during her time as queen of Egypt.</p> <ul style="list-style-type: none"> • During her reign, Cleopatra made steady alliances with Rome and other countries that helped Egypt to expand and strengthen its empire. • She set up trade with other eastern nations and boosted the Egyptian economy to that of a superpower of the time. • Before the war between Egypt and Rome, Cleopatra ruled Egypt peacefully and successfully for almost 10 years, and during this time she became a figure renowned around the world for her strength and intelligence. • Cleopatra did everything she could to maintain Egypt's power, and some deemed her a ruthless leader for exiling members of her own family. These controversial decisions were however in the best interests of her country, and her own sacrifices allowed Egypt to stay protected for a significant period of time. • Cleopatra had an influence on Roman trends and society – Whilst living in Rome with Caesar in 46 BCE, Cleopatra's presence made a huge impact. Her various exotic hairstyles and jewellery became a fashion trend amongst Roman women. 	
	<p><u>Know that Cleopatra was the last Egyptian Pharaoh before the Romans took over.</u></p> <p>It wasn't unusual for women to rule as pharaoh over Egypt. Cleopatra is the most famous, but others include Nefertiti and Hatshepsut. Use these as examples of other female pharaohs.</p>	

Assessment Cumulative quiz. Retrieval practice.		