

History Year 4 Spring Term

Prior Learning: Settlement of Anglo-Saxons and Vikings in Britain, understanding of Viking Beliefs, Stone Age was until 2000BC, Bronze Age was from 2300BC, and Iron Age was from 800BC

Concept: Settlement, beliefs

We are learning about the settlement and achievements of the Ancient Egyptians. They are significant because they were one of the first civilisations to invent many things. They had a civilized society and strong beliefs.

ancient

Civilisation

Words we will know!

Hieroglyphics artefacts achievements inventions significant
beliefs constructed usefulness

Chronology When was Ancient Egypt?

TWAL: put the period of Ancient Egypt on a timeline.

Know what years the Egyptian civilisation began and ended.

To use the correct terminology of BC to describe time.

We are going to know that Ancient Egyptian civilisation began around 3000 BC and lasted until around 332 BC. We will learn what 'Ancient' means. We will add this to the timeline of events we have already studied. The Ancient Egyptians existed through the Stone Age, Bronze Age and Iron Age. We will use a toilet roll to convey how long ago this period was.

Interpreting Evidence Who were the Ancient Egyptians?

TWAL: to understand that knowledge about the Ancient Egyptians is constructed from a variety of sources

To use sources about the Ancient Egyptians to collect information about this civilisation.

We will know that Ancient Egyptians were a civilisation in Egypt that had strong beliefs and were great inventors. We will learn about what 'civilisation' means. We will use different sources such as artefacts, pictures and historic buildings to collect information about this civilisation.

Significance Where did they settle and why was the River Nile so significant?

TWAL: Identify and describe why the River Nile was significant to the Ancient Egyptians.

To know that it was significant because it's the reason for the Egyptians settling there.

We will learn that the Ancient Egyptians chose to settle around the River Nile as it was used for water, farming, food and transport. The Nile, which flooded, made soil perfect for growing crops. Papyrus also grew along the banks of the Nile, which was used to create paper, mats, baskets and even sandals. We will look at where this is on a map.

Cause and Consequence, Interpreting Evidence How do we know so much?

TWAL: to identify and give reasons as to how understanding hieroglyphics played a key part in understanding Ancient Egypt.

to evaluate the usefulness of this as a source of evidence.

That hieroglyphics were pictorial symbols that were used to write.

We will know that we know so much due to the Rosetta Stone being discovered in 1799. It was with this that archaeologists were able to unlock the code and understand the Egyptian writing. We will evaluate whether this is a useful source of evidence or not. We will write our own hieroglyphic messages using a code.

Cause and Consequence, Interpreting Evidence How do we know so much?

TWAL: to identify and give reasons as to how artefacts played a key part in understanding Ancient Egypt.

To understand that knowledge about the past is constructed from a variety of sources.

To know about the clues that artefacts give us about Egyptian life.

We will know that artefacts have provided essential clues about life in Ancient Egypt. They buried the dead with things that they would need in order to live on in the afterlife. This means that tombs provided a wealth of artefacts that gave an insight into culture. We will understand that this is a part of a variety of sources to help us understand.

Significance- What did they achieve?

TWAL: ask and answer questions about the significance of what they achieved.

That they were great inventors, some of which we still use today.

We will know that the Egyptians contributed to modern mathematics, developed paper, black ink, invented calendars, clocks and built large construction projects, such as the pyramids and palaces! We will have a class debate about what was the most significant invention and why.