Awesome Ancient Egyptians – Term 2
Southville Primary School

Year 4

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Amelia Edwards	Bristol Museum Egyptian Workshop	Tutenkhamun Imhotep Cleopatra VII	Artefact analysis; Timeline creation; Research on significant figures; explore and comparing the human digestive system

Diversity, Equity and Inclusion	Linked Learning
Cargo--Imhotep (fostering an appreciation for different perspectives and backgrounds)	Historical Narratives

Driver 1: History *What made Ancient Egypt a significant 'civilisation' and how do we know?*	Driver 2: Science *How does the human digestive system work, and what do a variety of creatures eat?*

Driver 1 Objectives	Driver 2 Objectives
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (in depth study of Ancient Egypt) ● use a range of primary and secondary sources to find out about the past ● sequence several events, artefacts or historical figures on a timeline ● use and understand appropriate historical vocabulary to communicate information ● present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. ● start to present ideas based on their own research about a studied period. **Substantive Historical Concept:** Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work: ● Community and culture ● Conflict and disaster ● Exploration and invention ● Hierarchy and power	● Describe the simple functions of the basic parts of the digestive system in humans ● Identify the different types of teeth in humans and their simple functions ● Construct and interpret a variety of food chains, identifying producers, predators and prey.

Driver 1 Disciplinary Knowledge and Skills	Driver 2 Disciplinary Knowledge and Skills
This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school. ● **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied	This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes: ● **Planning**: Asking questions, fair testing, setting up simple tests ● **Doing**: Using different equipment safely, making systematic and careful observations ● **Recording**: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)

- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability
- **Cause and Consequence** – the reason and result of the things that happened in history
- **Change and Continuity** – how key people, places and events changed or stayed the same over time
- **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?
- **Historical significance** – why people, events and ideas are important in our studies

- **Concluding**: Suggesting answers, reporting, presenting (in oral and written forms)
- **Evaluating**: Seeking patterns, making predictions for the future

Driver 1 Key Vocabulary History	Driver 2 Key Vocabulary Science
- **Tier 2:** civilisation, history, artefact, daily life, significant, discover, temple, craft, trade, afterlife, compare, contrast, society, culture, legacy - **Tier 3:** Egyptians, ancient, pharaoh, pyramid, archaeologist, excavate, Tutankhamun, Imhotep, Cleopatra, mummy, mummification, canopic jar, evidence, technology.	- **Tier 1:** mouth, tongue, herbivore, carnivore, omnivore - **Tier 2:** digest, digestion, predator, prey, producer, consumer, food chain, identify, function, explain - **Tier 3:** digestive system, oesophagus, stomach, duodenum, small intestine, large intestine, pancreas, liver, rectum, anus, salivary glands, gallbladder, canine, molar, premolar, incisors, wisdom teeth

Driver 1 Sequence	Driver 2 Sequence
1. **WALT**: Share what we know about Ancient Egyptians 2. **WALT**: Locate Egypt on a map 3. **WALT**: Develop our knowledge and understanding of the chronology of world history, particularly when the Ancient Egyptians lived 4. **WALT**: Find out about the people of Ancient Egypt from artefacts that are left behind 5. **WALT**: Use historical sources to raise, and find answers to, the past 6. **WALT**: Explain the significance of the discovery of King Tutenkhamun's tomb 7. **WALT**: Explain why Tutankhamun was a significant Egyptian ruler 8. **WALT**: Be able to explain what Ancient Egyptian 'daily life' was like, and consider how it compares and contrasts with our own 9. **WALT**: When, when, why, who and how were the pyramids built? 10. **WALT**: Understand what ancient Egyptians believed about the afterlife and to explain aspects of the ancient Egyptian ritual of mummification 11. **WALT**: Model mummification 12. **WALT**: Identify, compare, and contrast the powers and features of different Egyptian gods 13. **WALT**: Explore the role of writing in the Ancient Egyptian civilisation; read and write using ancient Egyptian hieroglyphics 14. **WALT**: Explain why Imhotep was a significant Ancient Egyptian and what that tells us about the Ancient Egyptian civilization 15. **WALT**: Explain why Cleopatra VII was a significant Egyptian ruler and what that tells us about the Ancient Egyptian civilization 16. **WALT**: Review and conclude about civilisations	1. **WALT**: Identify, name and describe parts of the human digestive system. 2. **WALT**: Identify parts of the digestive system. 3. **WALT**: Describe the simple functions of the basic parts of the digestive system in humans. 4. **WALT**: Identify the different types of teeth in humans and their simple functions. 5. **WALT**: Identify differences, similarities or changes related to simple scientific ideas and processes by comparing human and animal teeth. 6. **WALT**: Construct food chains for different habitats and explain findings using the correct scientific language.