

Thematic Concepts	Governance & Societal structure, Invasion and Settlement, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	3	<b>Ancient Egypt</b>	
Term	Spring		
National Curriculum	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		
Prior knowledge	Prehistory – a time before civilizations and communal settlements. Location of continents.		
Links to other subjects	English – The Ancient Egyptian Sleepover		
Enrichment	Virtual tour of Egyptian museum in Cairo. DW to give talk on the Valley of the Kings		
Skills progression	<u>Chronological Understanding</u>  Use timelines to place events in order and recognise that the past can be divided into different periods of time BC/ AD/ century/ decade.	<u>Historical knowledge of events of people and changes in the past</u>  Use evidence to describe the past? -war, religion, food, society, entertainment/arts, housing, achievements. Use evidence to find out how any of these may have changed during a time period. Describe similarities and differences between people, objects and events. Show changes on a timeline.	<u>Historical enquiry</u>  Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visitors to collect information about the past. Begin to suggest some sources of information to help answer these questions.
		<u>Interpretations of History</u>  Look at two versions of the same event and identify differences.	<u>Organisation and communication</u>  Present findings about the past using speaking, writing, ICT and drawing skills. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.
Topic specific (Sticky) vocabulary	Ancient, Egypt, civilization, Tomb, Pharaoh, Sarcophagus, Tutankhamun, Desert, Mummy, Hieroglyphics, Nile, Artefacts		

End points	<p>Children can place the time of the Ancient Egyptian civilization on a timeline.</p> <p>Children know what Ancient means and that it came after prehistory.</p> <p>Children can name 4 ancient civilizations- Ancient Sumer, The Indus valley, Ancient Egypt and The Shang Dynasty.</p> <p>Children know that early civilizations happened when people came to live together peacefully in organized settlements.</p> <p>Children know that organized settlements allowed people to have organized agricultural practises that allowed the feeding of larger populations.</p> <p>Children know earliest civilizations were based by rivers for irrigation, trade, transport and hygiene- link to today modern cities all were based near major rivers for transport and trade.</p> <p>Children know all earliest civilizations developed things that are still used and are important today: Ancient Sumer- the wheel; The Indus valley- town planning: , Ancient Egypt- irrigation and The Shang Dynasty- paper.</p> <p>Children know that Ancient Egypt was ruled by Pharaohs who they believed were gods on earth, below the pharaohs were the high priests who along with the nobles helped ruled the civilization.</p> <p>Children know that citizens were either soldiers, craftsmen (including scribes), farmers or slaves.</p> <p>Children know that Ancient Egyptians are known for building many temples (places of worship) and tombs that can still be seen today – the most famous being the pyramid and sphinx at Giza. The pyramids are tombs pointing up to the heavens. Pharaohs were buried in tombs (valley of the kings) along with treasures, animals and sometimes servants – all the things they would need in the heavens.</p> <p>Children know that the ancient Egyptians created a writing system known as hieroglyphics.</p> <p>Children know we can understand hieroglyphics because of the discovery of the Rosetta Stone- housed in the British Museum.</p> <p>Children know the Ancient Egyptian civilization ended with the invasion of the Romans 31BC. It then became part of the Roman Empire.</p> <p>Children can present findings and show their knowledge using a variety of different formats.</p>
Final Question	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p><b>Are emojis the new Hieroglyphics?</b></p> <p>Possible follow up questions.</p> <p>Why have we gone back to 'picture writing'?</p>