



Kindness

Positivity

Respect

HISTORY MEDIUM TERM PLANNING

Year Group: 3	TERM: Spring 1	Topic: Why was Ancient Egypt called the 'Gift of the Nile?'
---------------	----------------	---

National Curriculum:
The achievements of the earliest civilizations – a depth study of Ancient Egypt.

<p>Context: Children will learn that the Ancient Egyptians were a civilisation who lived thousands of years in the past, and will build on their understanding of timelines using events that they already know like the Great Fire of London. They will learn that Ancient Egyptians lived in Africa and chose to settle along the Nile because it was a fertile area. They will understand how Egyptian society was a hierarchy with the pharaoh as ruler, farmers providing food and slaves building pyramids and tombs.</p>	<p>Concepts: Civilisation –society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. Power – how rulers were viewed as gods. The importance of a hierarchy to maintain a civilisation. Disciplinary knowledge: Significance – hieroglyphs, historical landmarks Cause and consequence – flooding of the Nile and the fertile land.</p>	<p>Vocabulary:</p> <table border="1"> <tr> <td>agriculture</td> <td>Growing crops and rearing animals; farming</td> </tr> <tr> <td>Ancient</td> <td>Belonging to the very distant past generally thousands of years ago</td> </tr> <tr> <td>archaeologist</td> <td>A person who learns about human history by excavating sites and studying the artefacts they find.</td> </tr> <tr> <td>artefact</td> <td>An object made by a human being, which provides historical interest.</td> </tr> <tr> <td>civilisation</td> <td>A group of people with a clear system of rules and beliefs, living in a particular time.</td> </tr> <tr> <td>hieroglyphics</td> <td>Ancient Egyptians writing, made up of pictures or symbols</td> </tr> <tr> <td>mummification</td> <td>Make a body last for many years by covering it in oil, drying it and wrapping in cloth</td> </tr> <tr> <td>Nile</td> <td>The longest river in the world which provided Ancient Egypt with fertile soil.</td> </tr> <tr> <td>Pharaoh</td> <td>A ruler in Ancient Egypt</td> </tr> <tr> <td>power</td> <td>To control others, like a King or leader today</td> </tr> <tr> <td>pyramid</td> <td>Giant structure built by the Ancient Egyptians for the first Pharaohs' tombs</td> </tr> </table>	agriculture	Growing crops and rearing animals; farming	Ancient	Belonging to the very distant past generally thousands of years ago	archaeologist	A person who learns about human history by excavating sites and studying the artefacts they find.	artefact	An object made by a human being, which provides historical interest.	civilisation	A group of people with a clear system of rules and beliefs, living in a particular time.	hieroglyphics	Ancient Egyptians writing, made up of pictures or symbols	mummification	Make a body last for many years by covering it in oil, drying it and wrapping in cloth	Nile	The longest river in the world which provided Ancient Egypt with fertile soil.	Pharaoh	A ruler in Ancient Egypt	power	To control others, like a King or leader today	pyramid	Giant structure built by the Ancient Egyptians for the first Pharaohs' tombs
agriculture	Growing crops and rearing animals; farming																							
Ancient	Belonging to the very distant past generally thousands of years ago																							
archaeologist	A person who learns about human history by excavating sites and studying the artefacts they find.																							
artefact	An object made by a human being, which provides historical interest.																							
civilisation	A group of people with a clear system of rules and beliefs, living in a particular time.																							
hieroglyphics	Ancient Egyptians writing, made up of pictures or symbols																							
mummification	Make a body last for many years by covering it in oil, drying it and wrapping in cloth																							
Nile	The longest river in the world which provided Ancient Egypt with fertile soil.																							
Pharaoh	A ruler in Ancient Egypt																							
power	To control others, like a King or leader today																							
pyramid	Giant structure built by the Ancient Egyptians for the first Pharaohs' tombs																							

<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p>Children have previously used a timeline to order events in the Victorian era and during the Great Fire of London. They will build on their knowledge of the past by understanding that the Egyptians were an ancient civilisation and that the timeline reaches further back into the distant past.</p> <p>They have learnt about hierarchical power in society when learning about the role of monarch when studying the life of Queen Elizabeth II and Queen Victoria and will relate this the role of the Pharaoh in Egypt, noting similarities and differences.</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Children will study and compare other ancient civilisations in Y4 and Y5 e.g. Romans and Greeks. They will build upon their learning in Y3 when considering how ancient civilisations have influenced modern society and how advances made thousands of years ago affect present day life.</p> <p>They will build on their knowledge of how archaeologists look for artefacts to construct knowledge about how people lived in the past and they will extend this understanding to learn how historians use sources of evidence to construct different narratives about the past, which can sometimes conflict with the narratives of other historians.</p>	
<p>End points /by the end of this unit pupils will know</p> <p>Egypt is located in Africa.</p> <p>The climate of Egypt is affected by its proximity to the Tropic of Cancer.</p> <p>Much of Egypt is a desert.</p> <p>The River Nile runs through Egypt and this is why there is fertile land.</p> <p>When the Ancient Egyptians lived in relation to other periods studied and that Ancient means belonging to the distant past.</p> <p>The importance of the River Nile in Egypt and the reason why people chose to settle near it.</p> <p>Why historical Egyptian landmarks are places of interest because of what they teach us about their civilisation.</p> <p>Ancient Egyptians were an advanced civilisation who were masters at construction.</p> <p>The terms primary and secondary evidence and how artefacts help historians construct their knowledge of the past.</p> <p>How historians use artefacts to draw conclusions about the Ancient Egyptian beliefs and rituals.</p> <p>The Egyptians were civilisation because they had a clear system of rules and beliefs.</p> <p>Each stage of the Ancient Egyptian farming calendar and link this to present day farming in Egypt.</p> <p>Understand Ancient Egyptian farming methods and how farming techniques are one of the legacies of the Ancient Egyptians.</p> <p>The pharaoh was a ruler and below the pharaoh, there were other levels of society from priests down to farmers then slaves.</p>		

The process of mummification and why the Egyptians mummified the bodies.
 How and why the Egyptians built pyramids and how the process of pyramid building changed.
 How to decide who was the most important Egyptian by using their knowledge to justify their reasons.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1 Geography of Egypt (lesson 1 part one)</p> <p>Locate Egypt</p> <p>Know that Egypt is located in Africa.</p> <p>Know that the climate of Egypt is affected by its proximity to the Tropic of Cancer.</p> <p>Know that much of Egypt is a desert.</p> <p>Know that the River Nile runs through Egypt and this is why there is fertile land.</p>	<p>Introduce the big question of the topic: Why was Ancient Egypt called the 'Gift of the Nile?'</p> <p>Recap our learning about continents and oceans using the links https://www.youtube.com/watch?v=K6DSMZ8b3LE and https://www.youtube.com/watch?v=7GQ55sID0lg. Label the continents on a world map. Add the equator to their maps and then the Tropic of Cancer and Tropic of Capricorn and discuss the hot climate.</p> <p>Introduce our enquiry question: Where on Earth is Egypt? Discuss children's ideas then the children 'fly' using google maps from Sheffield to Egypt. Ask which continent Egypt is in and then colour the country on their map. Explain that it lies along the Tropic of Cancer; that the climate is dry and hot; that not much grows in the desert and that the river Nile runs through it. Show a satellite image of Egypt today and draw attention the green areas along the river. Return to the enquiry question, 'Where on earth is Egypt and ask children to show their answer on a whiteboard.</p> <p>Begin by recapping the location of Egypt and the names Tropic of Capricorn/ Cancer and Equator. Introduce enquiry question: What is Egypt's climate like? Explain that Egypt's climate is dry and hot, which means that the land is dominated by desert. It has a mild winter season with rain falling along coastal areas, and a hot and dry summer season (May to September). The climate is hot and very dry with less than 250 mm of rainfall a year. Even though there is little rainfall, some plants can still grow in the desert.</p>	<p>Where in the world is Egypt?</p> <p>Which continent is Egypt on?</p> <p>What is the countryside like in Egypt?</p> <p>What is the climate like in Egypt today and then?</p> <p>Why is the climate like this?</p> <p>What grows there?</p> <p>What would it have looked like in ancient times?</p>	<p>Egypt map per child.</p> <p>Knowledge organisers on A4 for each child.</p> <p>Climate worksheet per child</p>

<p>(lesson 1 part two)</p> <p>Understand the importance of the River Nile in Egypt and the reason why people chose to settle near it.</p>	<p>Introduce the Nile and explain that the green parts that we see in the satellite image is fertile so crops grow there. Watch this video https://www.youtube.com/watch?v=jjdOlv82kPE which takes a journey down the Nile. Revisit the enquiry question by asking children to cut and stick information about the Nile/ desert and what grows in these areas on the correct section of the satellite image of the Nile.</p>		
<p>Lesson2 Timeline activity</p> <p>Know when the Ancient Egyptians lived in relation to other periods studied</p> <p>Ancient means belonging to the distant past.</p>	<p>Do you know anything about the Ancient Egyptians? What did we learn in the last lesson about the geography of Egypt? Introduce the enquiry question: When did the Ancient Egyptians live? what do we already know about people who lived in the past? Which events have you studied which is in the past? How long ago did this happen? Start with their birth – when did this happen? When were your grandparents born? Reveal a timeline on the board with now, children’s birth year and grandparent approx. birth year. Show a picture of Queen Victoria – who is this and what do you remember about this person? Talk about that fact she was a monarch but in ancient Egypt, rulers were not called king or queen. Reveal 1850 on the timeline as the era of the Victorians. Show a picture of the Great Fire of London. When did this happen? Reveal on the flipchart. Every child in the class will represent 300 years and will create a human timeline from present day to Ancient Egyptian times. Start with the date of Jesus’ birth 0-1 AD – give to the child number 7 from the start. Then add events to the timeline like Queen Victoria’s reign (child 1), Great fire of London (child 2). Point out these are all AD dates. Then add Ancient Egyptian society 3000BC (child 17). Show how far back along the timeline we need to go. Add other BC dates like people first settled by the Nile (child 23) and Ancient Greece (child 9), first pyramid (child 16). Point out that the year gets higher the further we go</p>	<p>What can you remember about what you have studied in the past before?</p> <p>Which period of time do the Ancient Egyptians belong to?</p> <p>How long ago was this?</p> <p>What does BC AND AD mean?</p> <p>How do we know about the past?</p> <p>What was happening in Britain at the time?</p>	<p>A4 or A3 timeline cards for human timeline.</p> <p>Walt and task sheet for each child.</p> <p>Long strip of card to stick timeline cards onto.</p> <p>A sheet of timeline cards to order per child.</p>

	<p>back in time. Take a photo of the children with key points highlighted on the timeline.</p> <p>Back in the classroom children create the timeline in their books using the same key points and including themselves on the timeline. Class discussion about what was happening in Britain at this time.</p> <p>Stick in Knowledge organizer and read out vocabulary that we are going to learn. Ask children 'What do we want to know?' Children discuss in groups and write a question to investigate on a pyramid template. Stick this question onto our knowledge tree.</p>		
<p>Lesson 3 Landmarks of Ancient Egypt</p> <p>Understand why historical Egyptian landmarks are places of interest because of what they teach us about their civilisation.</p> <p>Know that Ancient Egyptians were an advanced civilisation who were masters at construction.</p> <p>The pharaoh was a ruler and below the pharaoh, there were other levels of society from priests down to farmers then slaves.</p>	<p>Recap what we have learnt so far – what is the climate of Egypt like and how does that affect life there? When did the Ancient Egyptians live?</p> <p>Introduce the enquiry question: What did the ancient Egyptians build?</p> <p>Explain that the climate was similar then to what it is like today. Tell the children that the Ancient Egyptians were an advanced civilisation and constructed many amazing buildings which we look at today. Using Google Earth again, zoom closer into Egypt to focus on locations in Egypt – Cairo, Giza, Valley of the Kings. Children go on a hunt around school to find the picture of a landmark area and locate it on their map. Talk to the class that the reason we call the Egyptians a civilisation is because they used such sophisticated building techniques and built magnificent structures.</p> <p>Task 2: Use chrome books to access google classroom. Click on the website links to find out information about certain locations on the map.</p> <p>To finish the lesson, watch this clip https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382</p>	<p>Which are the famous landmarks in Ancient Egypt and where are they in modern Egypt?</p> <p>Why are these places of interest?</p>	<p>Chromebooks to access Google Classroom for the links.</p> <p>Landmarks map per child</p>

	For an overview of Ancient Egyptian life.		
<p>Lesson 4 British Museum Artefacts</p> <p>To understand the terms primary and secondary evidence and how artefacts help historians construct their knowledge of the past.</p> <p>How historians use artefacts to draw conclusions about the beliefs and rituals from Ancient Egypt.</p> <p>Understand that the Egyptians were civilisation because they had a clear system of rules and beliefs</p>	<p>Recap prior learning by stating that the Ancient Egyptians lived a long time ago (reveal on the flipchart – 5000 years ago) but they achieved amazing things. Recap what we know about them so far by reading our current enquiry questions- where is Egypt/ what was the climate like/what did the Egyptians build? Reveal pictures of Luxor and Cairo as examples of amazing buildings – can children remember their name from the last lesson? Explain that because the Ancient Egyptians were such good builders we now recognise them as a civilisation. This means that they had a clear system of rulers and beliefs. Introduce enquiry question: How do we know about the beliefs of the Ancient Egyptians? Ask for ideas then explain that they also made a number of amazing things which archaeologists like Howard Carter looked for – these are called artefacts. Refer to the knowledge organiser and explain that this is an object made by a human being that has historical interest. Show a title page for the British museum. Say this is a place which displays historical artefacts. Show an ‘email’ the British Museum telling the children that information cards for some of the artefacts in their collection have been lost. The children’s job is to unpack the artefacts, find out information about them and write up an information card to send back to the museum.</p> <p>Recap the learning – what do we call someone who finds about the past? What is the correct name for an historical object? Archaeologist/ historian/ artefact. Discuss the term primary evidence mentioned in the email – primary evidence is an artefact or document which was created by someone at that time. Say that historians use this evidence to create an idea about what may have happened.</p> <p>Compare with secondary evidence – they have been made</p>	<p>Why the Ancient Egyptians are called a civilisation?</p> <p>What are some of the amazing achievements of the Ancient Egyptians?</p> <p>What is someone who researches and finds evidence out about the past called?</p> <p>What is the correct name for an object that links to history called?</p> <p>What is the difference between primary and secondary evidence?</p> <p>What have you learnt from the artefacts that you didn’t know before?</p>	<p>Museum boxes</p> <p>Artefacts</p> <p>Tissue paper</p> <p>Ipads/ Chrome books</p> <p>Museum cards to complete with research.</p> <p>Support museum cards to complete for SEN</p> <p>Egyptian books.</p> <p>Photocopied research</p>

	<p>by someone who has researched and copied primary evidence.</p> <p>Once unpacked, ask the children for their initial thoughts about what the artefacts could have been used for. Relate this work to the job of an archaeologist.</p> <p>Children use Google classroom links on the chrome books/ipads as well as books to research about their item. Teacher shared right an example of an exhibition card using a screenshot from a website.</p> <p>Children then have time to carousel around 2-3 different artefacts, drawing a detailed sketch and writing 2-3 sentences about the artefact.</p> <p>Support – some children can complete the missing gaps on a prewritten card.</p>		
<p>4 Farming</p> <p>Understand the importance of the River Nile in Egypt and the reason why people chose to settle near it.</p> <p>Understand each stage of the Ancient Egyptian farming calendar and link this to present day farming in Egypt.</p>	<p>Recap 'Where is Egypt?' Review learning about the equator and the Tropic of Cancer. Ask how does this position affect Egypt's climate? Remind children that the climate was the same thousands of years ago.</p> <p>Return to the map from the landmarks lesson discuss why the land around the Nile was green - it was fertile compared to the desert surrounding it. Introduce the enquiry question: Why was the Nile so important to the Egyptians?</p> <p>Remind the children which plants grow in the desert then reveal the crops that the Egyptians grew along the Nile. If possible, show some real life examples of these crops, e.g pomegranates, figs, wheat flour, barley. They grew flax for linen. Explain that farmers rely on the weather to grow good crops. Ask how many seasons we have and explain that the Egyptians have 3 seasons. Task: In pairs, children use picture clues to match up the season name, months and description. Talk through the three seasons: Akhet, Peret, Shemu.</p>	<p>Why is the land around the Nile green?</p> <p>Where did farmers grow their crops?</p> <p>What crops did they grow?</p> <p>How many seasons did the farmers have?</p> <p>What happened in each season?</p>	<p>Cut up seasons cards with name of season, months, description and picture for each table to match up (printed from flipchart onto A4 and cut up into envelopes)</p> <p>Farming wheel worksheet.</p> <p>Vocabulary support sheet.</p>

	<p>Task: Children present their learning about the different farming seasons as a farming cycle on a spinner. Children follow the example on the spinner for Akhet and complete Peret and Shemu using a word mat for support.</p> <p>Explain how the traveller Herodotus travelled to Ancient Egypt and described ‘the gift of the Nile. Watch this video to see why it was a gift: (https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywtu). (It explains the yearly cycle of weather in Egypt and how this linked to the farming calendar). At the beginning, pause the video and ask the children where the little girl is visiting (museum) and what she will be seeing there? Artefacts. Will these be primary or secondary evidence do you think?</p>		
<p>4 Farming (Week 4 lesson 6)</p> <p>To understand Ancient Egyptian farming methods.</p> <p>To understand the how farming techniques are one of the legacies of the Ancient Egyptians.</p> <p>Understand the importance of the River Nile in Egypt and the reason why people chose to settle near it.</p>	<p>Begin with a quiz about the farming calendar to link back to the previous lesson. Introduce the enquiry question: How do we know about Egyptian farming? Look at examples of different Ancient Egyptian farming tools (recap the vocabulary ‘artefact’ and ask the children what job they might do, e.g winnowing scoops. Ask the children if they remember what plants need in order to grow? Light, food, water. We know that the Nile was important for farming but but how did the Egyptians get water from the Nile to their crops? Historians have found artefacts to tell them - show a picture of a shaduf. What do they think is happening? Discuss ideas about how the Ancient Egyptians might have built one? Task: Using straws, blu tac and card, have a go at building one. Children will make a shaduf to understand how it was used to irrigate crops. Take a photo and children draw and label a diagram. Show a modern day shaduf to demonstrate the legacy of the ancient Egyptians.</p>	<p>Which tools were used by Ancient Egyptians and how were they used?</p> <p>How did the Egyptians use the River Nile to water their crops? How would they get the water to the fields?</p> <p>What is a shaduf and how does it work?</p>	<p>Straws</p> <p>Blu tack</p> <p>Cupcake cases.</p> <p>Task card</p>

<p>5 Burial customs</p> <p>To understand the process of mummification.</p> <p>To understand why the Egyptians mummified the bodies.</p> <p>Understand that the Egyptians were civilisation because they had a clear system of rules and beliefs.</p> <p>The pharaoh was a ruler and below the pharaoh, there were other levels of society from priests down to farmers then slaves.</p>	<p>Review the concept of a civilisation. Question the children do you remember why we call some groups of people a civilisation? Because they share a system of rules and beliefs. What can we remember about some of the Egyptians rulers or beliefs that we learnt in the British museum lesson? How do historians know these ideas? Artefacts.</p> <p>Explain that the Egyptians had a very clear system of burial. What do we know already about mummification? Watch a video (up to 1 min 17 seconds) talking them through the process of mummification (https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn). Then using an interactive game remind children of the steps. (https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/making-a-mummy/).</p> <p>Children can do this as a class or on ipads.</p> <p>Enquiry question: were all Egyptians mummified?</p> <p>Recap the steps for mummification as a class on the flipchart.</p> <p>Task: Then children use the worksheet to order the steps. If they have finished, they write a shopping list for mummifying. Look at the shopping list as a class and explain that these items were only available to pharaohs and nobility so only they were mummified. Plenary – explain why pharaohs were mummified. To prepare them for the spiritual afterlife.</p> <p>Optional if time: Teacher with the help of children will demonstrate the process using an orange – see video https://www.bbc.co.uk/bitesize/articles/zrcg2sg. (Curriculum link – Big Write in English ‘ A Day in the life of an Egyptian Embalmer)</p>	<p>Who were the priests and why were they so important?</p> <p>What were the steps to mummification?</p> <p>Why did the Egyptians mummify their bodies?</p> <p>Where did the organs go?</p>	<p>Steps for mummification worksheet.</p> <p>A3 recording sheet</p> <p>Ipads</p> <p>Orange Tissue</p>
<p>6. Pyramids</p> <p>To understand how and why the Egyptians built pyramids.</p>	<p>Who have we learnt about in Ancient Egypt so far? Pharaohs, Embalmers, priests and farmers. Show these people on a pyramid hierarchy on the flipchart to show</p>	<p>Where did the stone come from? How was it transported?</p>	<p>Task sheet 1 – types of pyramids.</p>

<p>To understand how the process of pyramid building changed.</p> <p>The pharaoh was a ruler and below the pharaoh, there were other levels of society from priests down to farmers then slaves.</p>	<p>who had power. Show a picture of the pyramids. Who built these? Slaves. Explain that it was a difficult and dangerous job.</p> <p>The reason that Egypt is called a civilisation is because they developed such sophisticated building techniques to construct the pyramids.</p> <p>Watch short explanation video of how the Egyptians built the pyramids. Go through the PowerPoint linked in flipchart about different types of pyramids and discuss. Quiz the children on the names and characteristics.</p> <p>Children to match the type of pyramid to the description in the order they developed and then have a go at building pyramids investigating how many blocks would be used for each.</p> <p>Use Google Earth to see how the pyramids are still standing today. What could people who lived after the Egyptians learn from them?</p>	<p>How did the pyramids change over time? Why did they change?</p>	<p>Task 2 – Making Pyramids. Dienes blocks.</p>
<p>7.</p> <p>Understand that the Egyptians were civilisation because they had a clear system of rules and beliefs.</p> <p>The pharaoh was a ruler and below the pharaoh, there were other levels of society from priests down to farmers then slaves.</p> <p>Decide who was the most important Egyptian by using their knowledge to justify their reasons.</p>	<p>Look at information about the pharaoh and then read about specific pharaohs like Tutankhamun and Hatshepsut. Show the pyramid hierarchy from last lesson which demonstrates who held the most power. Pose the question, 'Do we agree with this power pyramid?' Show the pharaoh saying 'I am the most important person in Egypt' and ask children to give reasons why they agree – thought to be half god, led them into successful wars, ordered amazing monuments to be built, impressed other countries. Children can then argue back by justifying why they think that a farmer or slave was a crucial part of Egyptian society.</p>	<p>Who was the most important Egyptian in your opinion?</p> <p>Why do you think that?</p> <p>How does your knowledge of the Egyptian civilisation justify your reasons?</p>	

<p>8. Assessment</p>	<p>Recap our topic by discussing the questions that we looked at the beginning of the topic.</p> <p>Children to complete answers to the questions independently to review their knowledge.</p>	<p>Where on Earth is Egypt? What is Egypt's climate like?</p> <p>Why was the Nile so important to the Egyptians?</p> <p>When did the Ancient Egyptians live?</p> <p>How do we know about the beliefs of the Ancient Egyptians?</p> <p>How do we know about ancient Egyptian farming?</p> <p>Were all Ancient Egyptians mummified?</p> <p>How did the Egyptians build the pyramids?</p> <p>Why do we call the Ancient Egyptians a civilisation?</p>	<p>Assessment questions on stickers one set per child.</p>
<p>HISTORY ALIVE MORNING This morning will be booked ideally in approximately week 4 of the topic. -</p>	<ul style="list-style-type: none"> - Introduce the historical figure Cleopatra and understand the power of the pharaoh. - Learn more about the hierarchy of Ancient Egypt and the roles of different citizens. - Mummification recap 		