



## Curriculum

### Year 5 Scheme of Work

Term: Summer Term 2

Topic: History- Ancient Egyptians

#### Key Skills and Knowledge:

##### Substantive Knowledge – children’s knowledge about the past.

civilisation, trade, settlement, empire, monarchy

##### Chronological Understanding

To know some features of Ancient Egyptian life, clothes, houses, farming, tools/weapons (sense of period)  
To begin to place the Ancient Egypt on a timeline.  
To compare a timeline of Britain with a timeline of Ancient Egypt to see what was happening during these periods of time.  
To know that the Ancient Egyptians built the Great Pyramid of Giza at the same time as the Neolithic period in Britain.  
To know that Alexander the Great conquered Egypt at the same time as the Iron Age.

##### How did early Egypt begin and what was it like there?

Where was Ancient Egypt?  
What can excavations tell us about early Egypt?  
What was life like in early Egypt?  
To know that people have lived in Egypt since the beginning of the Stone Age in Britain. By 5000 BCE, they migrated near the River Nile, where they began living in large villages. These settlements grew to create an ancient civilisation which would last thousands of years!  
To know that Ancient Egypt used to be split into two different parts – Upper Egypt and Lower Egypt.  
To know that the River Nile was crucial to the development of Ancient Egypt.  
To know that the River Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids).

##### To know about the Ancient Egypt hierarchy.

To know that the most important person was the Pharaoh.  
To compare the order of civilisations to that of the Greeks, Romans and the Anglo Saxons.

##### To know what the consequences of the invasions of the Old Kingdom of Egypt were.

In around 1650 BCE, a powerful civilisation called Hyksos invaded Egypt from the north-east. Meanwhile, a group called the Nubians invaded from the south.  
The people of Hyksos were very clever, and they had special soldiers who were far stronger than anything in Egypt’s Old Kingdom.  
Hyksos had special archers, powerful soldiers who rode in chariots, and strong weapons made of bronze.

##### To know what the successes of the New Kingdom of Egypt were.

To know that the pharaohs of the New Kingdom made their army stronger than ever before. This army had the same special soldiers and weapons that the Hyksos used, plus a much bigger navy (to attack from water).  
To know that the successful expansion of the New Kingdom led to the need for more food and bronze.

##### Disciplinary Knowledge – children’s knowledge of how historians think.

##### Historical Enquiry (How do we know?)

Reason about the reliability of sources presented to them. True or false? Probably true/probably false? Definitely true/definitely false? Don’t know?

##### Evidence and Interpretation

Ancient Egyptians wrote on the Rosetta stone in both hieroglyphics and ancient Greek. This meant we could translate and compare the Ancient Greek to the hieroglyphics and work out what the symbols all meant.  
How do we know how the pyramids were built.

##### Change and continuity

How similar was life in Ancient Egypt to today?  
Post 146BCE - Despite being defeated and ruled by Rome, much of the Egyptian culture remained the same.  
Egyptian language stayed the same.

##### Cause and Consequence

The invasions of the Old Kingdom led to the successful development of the New Kingdom.

##### Similarities and Differences

Order of civilisations - Ancient Egyptians, Ancient Greeks, Stone Age people, Romans and the Anglo Saxons.

##### Significance

Pierre François Xavier Bouchard discovered the Rosetta Stone at Port Saint Julien, el-Rashid (Rosetta) on the Nile Delta in Egypt in 1799 CE.  
Sir Howard Carter’s opening of Tutankhamun’s tomb in 19..  
Book of the Dead.  
A collection of papyrus papers called the Edwin Smith collection is one of the oldest surgical textbooks ever found and details incredible surgeries and medical knowledge.

##### Clarity of the chronological Order

To know that Egyptian history can be difficult to piece together on a timeline for a few different reasons:  
1.The Egyptians didn’t date things by year – they dated them by the year of a king’s rule – This happened in the 4th year of King Ramses II’s rule.  
2.Just like the Stone Age, Egypt’s ancient history is broken down into different periods – the Old Kingdom, the Middle Kingdom and the New Kingdom (recap on Palaeolithic, Mesolithic and Neolithic from the Stone Age and Kingdom, Republic and Empire from the Romans)  
3.It was also organised by something called a ‘dynasty’ – recap on hearing that word with the Shang Dynasty. Explain that it means a family ruling somewhere for a long period of time, passing down from one member of the family to the next.

To know that the people of Hittite, Mitanni, Assyria and Babylonia in the north and north-east had lots of tin and copper ore to trade. These two rocks together created bronze.

To know who Ramses II was.

To know that he was the longest ruling leader and ruled for a total of 66 years.

To know that he was a strong, powerful leader and led his army to victory many times including the most famous battle of Kadesh.

To know what was similar and different between the Old and New Kingdoms.

To know what caused the Egyptian Empire to end.

To know that after Ramses II died, many more pharaohs ruled Egypt, but none were as powerful as him.

To know that Egypt started to struggle because there was no water for the crops, which made the people of Egypt starve.

To know that there was also a lot of disease, so many people started to die. This left Egypt very weak, so other people came to attack it.

Over hundreds of years, Egypt was invaded by different people. First the Nubians, followed by the Assyrians, then the Persians and finally by Alexander the Great who is the King of Macedon.

To know who Alexander the Great was and his city Alexandria.

To know that Alexander the Great was heavily influenced by the Greeks and brought lots of Greek influences with him.

To know who Ptolemy was.

To know that for many years, Egypt got stronger under the rule of the Ptolemy and the future pharaohs. Many temples were built in the style of the New Kingdom.

To know that when Egypt was at its strongest, around 240 BCE, Egypt invaded Libya, Kush, Palestine, Cyprus, and much of the eastern Mediterranean Sea.

To know that at the same time, a new republic, which was stronger than anything the world had ever known had started to grow. These people were called the Romans and their land stretched all the way towards Egypt.

To know that Cleopatra and Mark Antony lost the fight against Gaius Octavius.

To know that after this, Egypt was made part of the Roman Empire for over 700 years. Never again would Egypt see the power it once had.

This makes Cleopatra VII the last pharaoh of Egypt.

To know about Ancient Egyptian Hieroglyphics

To know that hieroglyphs are symbols that represent a letter or sound.

To know that the Egyptians used these symbols on papyrus and all over the walls of temples and tombs.

To know that ink was created by crushing minerals down and mixing them with water.

To know that these are primary sources because they were written at the time of the Ancient Egyptians.

To know that only people at the top of society could read and write like the pharaohs, priests and scribes.

To know that the God Thoth, was the God of writing and wisdom.

To know about the Rosetta Stone dating from 196 BCE.

To know about Pierre François Xavier Bouchard discovered the Rosetta Stone at Port Saint Julien, el-Rashid (Rosetta) on the Nile Delta in Egypt in 1799 CE.

To know why Ancient Egyptians wrote on the Rosetta stone in both hieroglyphics and ancient Greek.

To know what mummification is and why it was used.

To know that normal Ancient Egyptians were buried in the desert and would be wrapped with cloth.

To know that the mummification process was only done to the bodies of the most important people.

To know how and why the pyramids were built.

Who built them?

How were they built?

Why were they so huge?

What were they for?

Why did people go to so much trouble to build them?

How did they organise the building and who paid?

How many were built and what happened to them?

To know that the Pharaohs wanted their journey to the afterlife to be a special event, so they gave orders for giant pyramid structures to be built and their bodies would be placed inside these when they died.

To know that the largest pyramid ever built was the Great Pyramid of Giza, which was built for Pharaoh Khufu during the Old Kingdom.

To know the inside structure of a pyramid – king and queen chambers, grand galley and the ventilation shaft.

To compare the different theories of how the pyramids were built – wooden cranes, pulleys, causeways and slaves.

To have an understanding of what it would have been like for the people who built the pyramids – heat of the desert, tiring job, injuries etc.

Knowledge

To tell the story about the how they built huge buildings, created beautiful paintings (frescoes), crafted impressive tools, invented writing systems and built a vast trade network.

To begin to make connections, contrasts and trends over time.

What was it like for people living in the different periods of Ancient Egypt?

What did they wear?

What did they eat?

What tools did they use?

What did their houses look like?

What evidence do we have that has survived from Ancient Greece?

What was the influence that Greek culture had on Rome?

**Reading and Writing Opportunities (Long and Short Activities)  
Creative Ideas and Hooks**

Hooks - Curious Minds -  
Now Press Play – Life in Ancient Egypt: the Nile, pyramids, Memphis, the Pharaoh, hieroglyphs, The process of mummification, the Book of the Dead and preparation for the afterlife, Ancient Egyptian gods such as Anubis, Osiris, Ra and the Great Devourer  
Creative ideas – mummification of an orange.

Write a diary from the perspective of a child on their daily life in on the River Nile.  
Newspaper report – the discovery of Tutankhamun’s tomb.

**Links to PSHCE, Equality and British Values Work**

Tolerance of others beliefs and values- Celebrating differences    Respect for elders    Community

Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy,city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious,		<a href="https://teachers.thenational.academy/units/ancient-greece-79e7">https://teachers.thenational.academy/units/ancient-greece-79e7</a> <a href="https://www.ducksters.com/history/ancient_greece/decline_and_fall_of_ancient_greece.php">https://www.ducksters.com/history/ancient_greece/decline_and_fall_of_ancient_greece.php</a> <a href="http://bit.do/bmgreece">http://bit.do/bmgreece</a> <a href="http://bit.do/bbcgreeks">http://bit.do/bbcgreeks</a> <a href="http://bit.do/bbcancientgr">http://bit.do/bbcancientgr</a> <a href="http://bit.do/greece4kids">http://bit.do/greece4kids</a> <a href="http://bit.do/cuman">http://bit.do/cuman</a>
	<b>Misconceptions</b>	<b>Previous knowledge:</b>

	<p>Children will need a sound understanding of the dating system BCE (Before Common Era) before they begin this unit. It will need to be taught explicitly. As this may confuse the children when faced with dates such as 352 BCE and 323 BCE. Children may think 352 BCE is later in time. They will need to be corrected and frequent looks at a historical timelines will help this.</p>	<p>Have an awareness of the past and use vocabulary related to the passing of time Comparing then and now Ask and answer questions about the past Know some ways to find out about the past. Substantive concepts such as trade and settlement will have been mentioned but not explicitly taught.</p>
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