

# ACET Junior Academies'

## Scheme of Work for history

### Unit 3: The achievements of the earliest civilisations - Ancient Egypt



#### About this unit:

This scheme of work draws a comparison to the work children have already completed on pre-historic Britain by encouraging them to consider what was happening in the wider world at the same time. This unit begins with a brief overview of some of the world's earliest civilisations, considering similarity and differences between them, before focussing on Ancient Egyptian society. In their study, children will acquire knowledge and understanding of the key features of Ancient Egyptian society before considering the achievements of the Egyptians. Children will also consider why we are still so fascinated by Ancient Egyptians and the moral implications of this. In this unit, children will continue to devise their own enquiry questions, use sources and investigate a range of artefacts. Children will also continue to develop their understanding of a range of second order and historical concepts while being encouraged to communicate their ideas in a range of ways. Elements from this unit will also be re-visited in Years 4, 5 and 6.

#### Unit structure

This unit is structured around six sequential history enquiries:

1. Was everywhere the same during the Stone Age?
2. Why was the river Nile significant to the Ancient Egyptians?
3. Pharaoh or slave: who would you rather have been in Ancient Egypt?
4. Why did the Ancient Egyptians build pyramids?
5. Were hieroglyphics the Ancient Egyptians' greatest achievement?
6. Should Egyptian artefacts go back to Egypt?

#### National Curriculum unit:

- The achievements of the earliest civilisations - Ancient Egypt.

#### Links to previous and future National Curriculum units

- Changes in Britain from the Stone Age to the Iron Age (Y3 HT1.1 and HT2.1)
- The Roman Empire and its impact on Britain (Y4. HT1.1)
- Ancient Greece (Y5 HT3.1)
- Mayan civilisation c. AD900 (Y6 HT3.1.) - NB. Mayan civilisation developed from 2000BC.

## Enquiry 1: Was everywhere the same during the Stone Age?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children have already learnt about life in Britain from the Stone Age to the Iron Age.	<p><b>Substantive knowledge:</b> (What the children should know.) At the same time as the Stone Age in Britain there were other groups of people around the world. The four civilisations all developed around rivers. The four civilisations were all successful farmers which allowed them to invent.</p> <p><b>Second order concepts:</b> (What students should understand) Chronology Similarity and difference.</p>	<ul style="list-style-type: none"> <li>- Chronology - place the time studied on a timeline.</li> <li>- Range and depth - consider similarity and difference.</li> </ul> <p><b>Key concepts:</b> BC/BCE Ancient Civilisations Empire</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- place events on a timeline?</li> <li>- locate the four key civilisations on a map?</li> <li>- identify similarities and differences between civilisations?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Children could start with the timeline they produced for the Stone Age to Iron Age - what else was happening at the same time? Place on the timeline - Ancient Sumer (4500BC -2000BC), Ancient Egypt (3500BC-500BC), Indus Valley (2600-1500BC) and Shang Dynasty (1600-1100BC). Ask the children to start to consider the length of time each civilisation lasted. <i>NB. Remember toilet rolls and the importance of scale!</i></p> <p>Children could then start to look at a map - locate where the civilisations were - are there any similarities? - close to the equator and rivers - why might this be important? Link to successful farming.</p> <p>Children could watch the four short videos from the BBC - Lost Lands - there is one on each of the civilisations - children could complete a simple tick sheet for each with the categories -writing, trade, religious, rich and poor people, inventions etc. They could then consider the similarities and differences between each of the civilisations.</p> <p>Finally children could compare back to what they know about the Stone Age to Iron Age - why was Britain not as advanced as other places in the world? Similarities? Differences?</p>		<p>Timeline - toilet roll, sugar paper etc. Something which can be easily divided into periods of time.</p> <p>Key civilisations with dates on as well as Stone Age, Bronze Age and Iron Age - also include some more recent ones such as the Tudors to consider length of time.</p> <p>Map with civilisations, rivers and equator marked on.</p> <p>Clips from Lost Lands and a tick list.</p>	<p>Alf Wilkinson, <i>Ancient Egypt Pupil Book</i>, (2019)</p> <p>Paul Bracey, 'So was everyone an ancient Egyptian?' <i>Primary History 73: summer 2016'</i></p> <p>For information on each of the four civilisations: Catherine Parker Heath, 'Ancient Sumer' <i>Primary History 69: spring 2015</i>.</p> <p>Karin Doull, 'Teaching Ancient Egypt', <i>Primary History 67: summer 2014</i>.</p> <p>Ilona Aronovky, 'Investigating the Indus Valley', <i>Primary History 68: autumn 2014</i>.</p> <p>Alice Kirk, 'The Shang Dynasty', <i>Primary History 78: spring 2018</i>.</p> <p>BBC 'Lost Lands' series: <a href="https://www.youtube.com/watch?v=k3jXyXhIR9s&amp;list=PLcvEcrcF_9zKwUPa9OT3GTRb-0k5nf0fr">https://www.youtube.com/watch?v=k3jXyXhIR9s&amp;list=PLcvEcrcF_9zKwUPa9OT3GTRb-0k5nf0fr</a></p>	

## Enquiry 2: Why was the river Nile significant to the Ancient Egyptians?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children have already been introduced to the Ancient Civilisations - Ancient Egyptians, Ancient Sumer, Indus Valley and Shang Dynasty. They should also be able to identify geographical similarities - rivers and the equator. Children will also have used criteria previously to assess significance.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The river Nile was very important to Ancient Egyptians. The Ancient Egyptians were successful farmers.</p> <p><b>Second order concepts:</b> <i>(What the children should understand)</i> Significance</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Enquiry - ask questions.</li> <li>- Enquiry - use a range of sources to find out about a period.</li> </ul> <p><b>Key concepts:</b> Ancient Egyptians Agriculture Source Trade</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- select key points in an artist's impression and make inferences? pose questions?</li> <li>- identify key information from a source?</li> <li>- assess the significance of the Nile using a set of criteria?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>		<b>Useful links:</b>
<p>Start by linking back to the previous enquiry - what did all four civilisations have in common? - rivers and close to the equator.</p> <p>Locate Ancient Egypt on the map and link to the river Nile children could look at the source 'Hymn to the Nile' or at an artist's impression of the Nile - children label the picture - What can you see? What can you infer? What further questions would you like to ask?NB. These could be added to the Enquiry Wall for children to refer to later.</p> <p>Explain that the Nile was important to life in Ancient Egypt - it allowed them to become successful farmers. Outline the Egyptian calendar - Flood Season, Growing Season, Harvest Season - which season is shown in the picture? Children could then create a freeze frame/storyboard for the other two seasons.</p> <p>Look at a selection of sources - children could read the source and find out why else the Nile was important for the Egyptians - trade, papyrus, theories of disease, building, religion - children could then consider which were the most important.</p> <p>Finally, children could consider how significant the Nile was. Use Ian Dawson's significance criteria to assess.</p>		<p>Map showing Ancient Egypt and the Nile.</p> <p>Worksheet with artist's impression of the Nile and key questions.</p> <p>Key information on the different seasons.</p> <p>Range of sources - see resources file for some example.</p> <p>Tick sheet with criteria for assessing significance.</p>		<p>Alf Wilkinson, <i>Ancient Egypt Pupil Book</i>, (2019)</p> <p>Paul Bracey, 'So was everyone an ancient Egyptian?' <i>Primary History 73: summer 2016'</i></p> <p>For info on Ancient Egypt try the Historical Association: <a href="https://www.history.org.uk/primary/resource/3873/ancient-egypt">https://www.history.org.uk/primary/resource/3873/ancient-egypt</a></p> <p>Or the BBC has useful information for teachers: <a href="http://www.bbc.co.uk/history/ancient/egyptians/">http://www.bbc.co.uk/history/ancient/egyptians/</a></p> <p>Hymn to the Nile can be found at: <a href="https://sourcebooks.fordham.edu/ancient/hymn-nile.asp">https://sourcebooks.fordham.edu/ancient/hymn-nile.asp</a></p> <p>For Ian Dawson's criteria for significance use: <a href="http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html">http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</a></p>

### Enquiry 3: Pharaoh or slave: who would you rather have been in Ancient Egypt?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children have learnt that the river Nile was important to Ancient Egyptians and that many were farmers. Children have also looked at a range of different types of evidence from both this unit and previous.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The pharaoh was the most important person running the country - Egyptians thought of him as a god. There were rich and poor people in Ancient Egypt. There were similarities and differences between the lives of the different groups. Historians use a range of different types of evidence to find out about the past.</p> <p><b>Second order concepts:</b> <i>(What the children should understand)</i> Similarity and difference Diversity</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range and depth - use evidence to find out about everyday lives of the people studied.</li> <li>- Enquiry - use a range of sources.</li> <li>- Enquiry - ask and answer questions.</li> </ul> <p><b>Key concepts:</b> Evidence Pharaoh Priest Farmer Slave</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- create a simple hierarchy?</li> <li>- investigate a range of sources and select key information?</li> <li>- identify similarities and differences between groups?</li> <li>- identify a range of different types of evidence?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>		<p><b>Useful links:</b></p>
<p>Start with a simple hierarchy - most/least powerful person in school. Then complete a simple role play - most/least powerful person in Egyptian society - pharaoh, priest, scribe, soldiers, craftsmen, farmer, slaves. <i>SNB Try to show which there were the most of by dividing the class up appropriately.</i> Children could then investigate life in Ancient Egypt - they could use a range of picture sources and make inferences from them. Encourage children to think about the similarities and differences between the lives of different groups within Ancient Egyptian society as well as their own. Emphasise that life was different for rich and poor people. Link back to the questions posed during the last enquiry - what questions have we managed to answer? What questions haven't been answered? Where could we look for the answers? - encourage the children to think about the range of evidence they have used so far in this unit as well as in previous - artefacts, written sources, picture sources, historians etc. Don't accept - the Internet! Get the children thinking like historians.</p>		<p>Role play cards</p> <p>Selection of picture sources showing life in Ancient Egypt - use the source investigation template.</p> <p>Question grid to encourage children to consider the questions they have and where they might find the answers.</p>		<p>Alf Wilkinson, <i>Ancient Egypt Pupil Book</i>, (2019)</p> <p>For information on each of the key groups in Egyptian society and daily life use: <a href="https://www.historyonthenet.com/ancient-egypt">https://www.historyonthenet.com/ancient-egypt</a></p> <p>For info on Ancient Egypt try the Historical Association: <a href="https://www.history.org.uk/primary/resource/3873/ancient-egypt">https://www.history.org.uk/primary/resource/3873/ancient-egypt</a></p> <p>Or the BBC has useful information for teachers: <a href="http://www.bbc.co.uk/history/ancient/egyptians/">http://www.bbc.co.uk/history/ancient/egyptians/</a></p> <p>For pictures of the Ancient Egyptians, use a Google images search eg. Ancient Egyptians slaves.</p>

## Enquiry 4: Why did the Ancient Egyptians build pyramids?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should now know that the pharaoh was the most powerful person in Ancient Egypt - a god type figure. They should also understand that a range of people lived in Egyptian society.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The Egyptians built pyramids. Pyramids were built for pharaohs to protect their bodies and riches on the way to the after-life. Not all Egyptians were buried in pyramids.</p> <p><b>Second order concepts:</b> <i>(What the children should understand)</i> Causation</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Enquiry - investigate a range of artefacts and record information relevant to the study.</li> <li>- Range &amp; depth - understand why people may have wanted to do something.</li> <li>- Communication.</li> </ul> <p><b>Key concepts:</b> Ancient civilisations Belief Evidence Pharaoh</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- investigate a range of pictures and artefacts, and make inferences about them?</li> <li>- record information about what they have done?</li> <li>- explain why they think that the Ancient Egyptians may have built pyramids?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>		<b>Useful links:</b>
<p>Show the children a picture of the pyramids at Giza - encourage the children to consider shape, size, building material, how and why they were built.</p> <p>Set the scene - it is 22 November 1922, seven years after beginning his search and three weeks since finding a staircase leading to a sealed door in a pyramid, Howard Carter (an English archaeologist) and his backer Lord Carnarvon, made a small hole in the doorway and saw, by the light of a candle, what Carter described as 'wonderful things'. They had discovered the tomb of the boy king Tutankhamun.</p> <p>Next explain to the children that it took Carter 10 years to record everything that he found in the tomb. In groups give the children a range of pictures of artefacts - children record the finds on a sheet - sketch, what is it made from, what was it used for, why might it have been left in the pyramid? Children will also find it useful to have some information about the layout of the pyramids and the Egyptian belief in the after-life.</p> <p>Children present their findings back to the rest of the class and explain their theory of why the Egyptians built pyramids. Finally, you could get the children to consider if all Egyptians were built in pyramids.</p> <p><i>NB. The Egyptians built pyramids to protect the body of the pharaoh after his/her death and prevent tomb robbers from stealing the pharaoh's riches which he/she would need in the afterlife.</i></p>		<p>Picture of the pyramids at Giza.</p> <p>Video clip or written description outlining Carter's find.</p> <p>Pictures of a range of artefacts.</p> <p>Recording sheet - allow space for a sketch and description of the objects</p> <p>Diagram showing the inside of a pyramid.</p>		<p>Alf Wilkinson, Ancient Egypt Pupil Book, (2019)</p> <p>For info on Ancient Egypt try the Historical Association: <a href="https://www.history.org.uk/primary/resource/3873/ancient-egypt">https://www.history.org.uk/primary/resource/3873/ancient-egypt</a></p> <p>BBC documentary series 'Days that shook the world' - Tutankhamun: <a href="https://www.youtube.com/watch?v=Q4wjj1Ja4IM">https://www.youtube.com/watch?v=Q4wjj1Ja4IM</a></p> <p>For pictures of artefacts a simple Google search will reveal lots.</p> <p>BBC series on the building of the pyramids: <a href="https://www.bbc.co.uk/bitesize/clips/z849wmn">https://www.bbc.co.uk/bitesize/clips/z849wmn</a></p>

## Enquiry 5: Were hieroglyphics the Ancient Egyptians' greatest achievement?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should now have a basic understanding of some of the achievements in Ancient Egypt - pyramids, trade, papyrus.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The Egyptians used a different writing system from our own - hieroglyphics. The Ancient Egyptians made many great achievements.</p> <p><b>Second order concepts:</b> <i>(What the children should understand)</i> Significance</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range &amp; depth - find out about everyday lives of people in time studied.</li> <li>- Enquiry - select and record information.</li> <li>- Communication</li> </ul> <p><b>Key concepts:</b> Ancient civilisation Achievement Invention</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- identify what hieroglyphics are and describe what they were used for?</li> <li>- identify a range of Ancient Egyptian achievements?</li> <li>- use criteria to select which achievement was the most significant?</li> <li>- present their ideas to the rest of the class?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p> <p>You could start with showing some children some hieroglyphics - what are they? Encourage children to think about why they would have been important. <i>NB. For the More Able, this could even link into thinking about why the Ancient Egyptians were a civilisation.</i> Next you could ask the children to consider some of the achievements of the Ancient Egyptians - this could be done whole class. <i>NB. Keep linking back to the Stone Age-Iron Age - what was different?</i> Working in groups, provide the children with cards outlining some of the achievements of the Ancient Egyptians - irrigation, calendar, clocks, ploughs, papyrus, number system. In groups, children consider each of the achievements - you could provide a worksheet/tick list for the children to use. Children could then choose one of the achievements and present back to the class 'Dragon's Den' style - the judges could be the Pharaoh and his advisers!</p>		<p><b>Resources:</b></p> <p>Examples of hieroglyphics</p> <p>Cards with information about the achievements of the Ancient Egyptians.</p> <p>Possible worksheet for children to complete.</p>		<p><b>Useful links:</b></p> <p>Alf Wilkinson, Ancient Egypt Pupil Book, (2019) For info on Ancient Egypt try the Historical Association: <a href="https://www.history.org.uk/primary/resource/3873/ancient-egypt">https://www.history.org.uk/primary/resource/3873/ancient-egypt</a> For information on different achievements try: <a href="https://egypt.mrdonn.org/achievements.html">https://egypt.mrdonn.org/achievements.html</a> <a href="https://www.ducksters.com/history/ancient_egypt/inventions_and_technology.php">https://www.ducksters.com/history/ancient_egypt/inventions_and_technology.php</a> For Ian Dawson's criteria for significance use: <a href="http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html">http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</a></p>

## Enquiry 6: Should Egyptian artefacts go back to Egypt?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should now have an understanding of the key features of life in Ancient Egypt and some of the artefacts that historians use to find out about life in the past.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The world is still fascinated by Ancient Egypt. There are a range of Ancient Egyptian artefacts on display around the world. Some important Egyptians have demanded that these artefacts be returned to Egypt.</p> <p><b>Second order concepts:</b> <i>(What the children should understand)</i> Cause and consequence</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Enquiry - select and record information.</li> <li>- Communication</li> </ul> <p><b>Key concepts:</b> Ancient civilisation Artefact Grave-robber</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- identify arguments for and against returning the artefacts to Egypt?</li> <li>- reach a conclusion based on the evidence?</li> <li>-</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>		<b>Useful links:</b>
<p>You could start by showing children an advertisement for the recent exhibition dedicated to King Tut at the British Museum - this could spark a discussion about why people are still fascinated by the Egyptians.</p> <p>Next, explain that museums and galleries around the world display artefacts from Ancient Egypt and that many important Egyptians have demanded that these items should be returned to Egypt - sometimes they have been bought legally or illegally.</p> <p>Next either whole class, or in groups you could look at the arguments for an against returning the items - this could lead into a class discussion, a persuasive piece of writing (English) or a poster encouraging or warning people against visiting these artefacts.</p> <p>NB. The recent exhibition in London was arranged by the Egyptian Ministry of Antiquities. There are also Ancient Egyptian exhibits in Weston Park Museum!</p>		<p>Advertisement for the Tutankhamun exhibition in London.</p> <p>Cards/prompts with arguments/viewpoints for and against.</p> <p>Writing frame for persuasive writing.</p>		<p>Alf Wilkinson, Ancient Egypt Pupil Book, (2019)</p> <p>For information about the recent exhibition in London: <a href="https://tutankhamun-london.com/">https://tutankhamun-london.com/</a></p>

## END POINTS:

### Knowledge and second order concepts:

#### Substantive knowledge:

*(What the children should know)*

This is not an exhaustive list but an outline of what might be expected:

- At the same time as the Stone Age in Britain there were other groups of people around the world.
- Ancient Egypt was important for about 3000 years, until the Romans invaded.
- The River Nile was absolutely crucial to Egypt - it allowed them to be successful farmers which meant that they could focus on other things.
- The pharaoh was the most important person running the country - Egyptians thought of him as a god. There were also poor people.
- The Egyptians built pyramids for pharaohs to protect their bodies and riches on the way to the after-life. Not all Egyptians were buried in pyramids.
- The Ancient Egyptians made many great achievements.
- The world is still fascinated by Ancient Egypt and there are a range of Ancient Egyptian artefacts on display around the world.

*Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.100.*

#### Second order concepts:

Children should start to have an understanding of:

cause and consequence  
similarity and difference  
significance  
chronology

### Key concepts developed:

BC/BCE	Artefact	Pharaoh
Achievement	Belief	Priest
Agriculture	Empire	Slave
Ancient civilisation	Evidence	Source
Ancient Egyptians	Farmer	Trade
	Invention	

### Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In doing so, children will have had the opportunity to:

- place events on a timeline developing understanding of BC/BCE and AD/CE.
- investigate a range of artefacts and make inferences from them.
- conduct their own research increasingly independently.
- identify key information in a source and make inferences.
- start to use criteria when judging significance.
- ask and pose questions about the enquiry.
- present their findings in a variety of ways.

The children will also have started to investigate written sources, identifying key information. They will also have started to develop a moral understanding of historical research.

### The next step ...

This unit will have allowed children to continue to acquire a historical narrative of ancient civilisations within a global context while continuing to develop their historical skills and understanding of key concepts. In the next history unit, children will move onto the Roman Empire and its impact on Britain. This will allow the children to continue to develop a chronological narrative of the history of the British Isles while also considering the implications for Ancient Egyptian civilisation. Once again, children will begin by constructing a timeline so that they build up an understanding of chronology before moving onto looking at why Britain was invaded. At the end of the enquiry, children will once again have the opportunity to consider the significance of the Roman occupation for Britain as well as its wider achievements.

