







St. Andrew's CEP School

Growing in Faith, Hope and Love



St. Andrew's Primary School –History Curriculum

Purpose of Study	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to <u>ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</u> . History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.					
Aims	<ul style="list-style-type: none">To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider worldTo know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankindTo gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysesTo understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructedTo gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.					
Curriculum Design	The St. Andrew's History Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The St. Andrew's History Curriculum has been designed accounting for chronology. In EYFS, children begin by learning about events in their own memory. Children in KS1 then go on to learn about events in the most recent time periods in history. When children move into KS2, they start by learning about the events set out in the National curriculum that happened the longest time ago and then cover these in chronological order from Y3-Y6. The topics chosen for each year group give children the opportunity to learn about events that happened at similar times in history but in different parts of the world. The curriculum has key themes that run throughout, these include: invasion, settlements, change, empire and the royals.					
Personal development links						
	RESPECT	SMSC	Rights respecting	British Values	Scarf	Trips and visits

St. Andrew's CEP School

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Topic Overview by Year Group

	HT1	HT2	HT3	HT4	HT5	HT6
Reception	All about me (chronological life cycle)	Celebrations (Guy Fawkes)	Transport (past and present transport)		Discovering UK Wilmslow over time Queen	Explorers Lives of significant explorers Christopher Columbus (People and communities)
Year 1	Lives of significant individuals- Lowry		Queen Victoria (Short study)		Lives of significant individuals Rosa Parks	
Year 2	Events beyond living memory- The Great Fire of London		Gun powder plot and parliament (Short Study)		Historical events and places within their own locality- Quarry Bank Mill	
Year 3	Achievements of the earliest civilizations- Ancient Egypt		Overview study of Ancient Civilisations (Short study)	Changes in Britain from Stone age- Iron age		
Year 4	Romans		The Lindow Man (Short study)		Ancient Greece A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 – legacy of Ancient Greek culture (art) on later periods in British history.	
Year 5	Britain's settlement by Anglo Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Short study)		A non- European society that contrasts with British history- Mayans	
Year 6	Local history study – Victorians/ Styal Mill/ Industrial Revolution					

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Growing in Faith, Hope and Love



Types of Knowledge

	Chronological understanding and ordering of events, people and objects.
	Cause and consequence-where one event is the cause of another
	Continuity and change-not all things change overtime, some things last across long periods of history.
	Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.
	Significance-caused an important change.
	Interpretations- understand how historians and others form opinions about events, people and situations.
	Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.
	Substantive knowledge

Key Themes

Religion **Change** **Invasion** **Settlements**
Royals, Rulers & Empire **Local History**

St. Andrew's CEP School

Growing in Faith, Hope and Love







Year 3						
Year 3 HT1 Changes in Britain (Stone Age to Iron Age)						
	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enrichments
Revisit of prior knowledge	The children will create a working timeline which includes the previous learning they have- Great Fire of London, The Industrial Revolution, Gun Powder Plot, Lowry, Queen Victoria, Rosa Parks.	Children explain vocabulary from previous lesson; archeology, artefacts, Paleolithic era, Stone Age, civilization.	Children label image of Skara Brae	Children group Neolithic and Paleolithic objects and explain how they know.	Children create a basic timeline with eras and dates on.	<u>Trip</u> Stone Age Workshop at Tatton Park <u>Careers</u> Archaeologists Architects Builders <u>Immersive Room</u> Week 1 – Retrieval timeline
Lesson sequence	They will be introduced to the Paleolithic era and explore what civilization was like.	Find out about Skara Brae. Where is it? Why is it important? What do the artefacts tell us about life in the Stone Age? The children will find out about the Neolithic era and how the civilization developed within the Stone Age era.	Trip/ Continue Skara Brae research.	The children will be introduced to the Bronze Age. They will look at how civilization changed in this age and look at artefacts to see how the changes happened and why. Compare Bronze Age to Stone Age and life today. Discuss the developments in civilizations and how they still impact our life today.	The children will be introduced to the Iron Age. They will look at how civilization changed in this age and look at artefacts to see how the changes happened and why. Compare Iron Age to Stone Age and life today. Discuss the developments in civilizations and how they still impact our life today.	

St. Andrew's CEP School

Growing in Faith, Hope and Love









Knowledge				
Substantive knowledge		Disciplinary Knowledge		
Personal Development		Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.	How the children will develop this knowledge.	
1	 <p>Archaeology- finding remains from a period of time.</p> <p>Artefacts- the remains from a period of time.</p> <p>Palaeolithic era- a period of time when people were hunter/gatherers.</p> <p>Stone age- a prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn.</p> <p>Civilization – a group of people with their own language and way of life.</p> <p>This era was 2.6 million years ago. 3300BC.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p><u>Historians use artefacts to understand what life was like in the past.</u></p> 	<p>Children will examine a variety of artefacts including paintings, objects and quotes/facts and use them as evidence to state why they are from a period of time.</p> <p>The children will then be shown objects made from Iron and stone and will be asked to group them. Once they have established the two groups, the children will be told it is the stone age which will be added to their working timeline.</p> <p>Children will recognize that the Paleolithic era is the start of the stone age, when people were hunter-gathers and add to timelines- they will look at a picture showing this time period and create questions and statements based on the picture and what it shows of the Paleolithic period.</p>	
2	 <p>Skara Brae is in Scotland.</p> <p>It was built between 3000BCE and 2500BCE.</p> <p>They are prehistoric circular houses.</p> <p>Built from slabs of stone.</p> <p>Had one main, single room.</p> <p>They were Britain's first ever farmers- planting, growing and farming wheat and barley.</p>	<p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> 	<p>The children will be shown information and images from the site of Skara Brae. They will be told this archeological find is an important one in history because it helps us understand what life was like during the stone age.</p> <p>The children will use the evidence, artefacts and information to decide what the site at Skara Brae tells us about everyday life for the people during the Neolithic era. Use artefacts and clues to show children what Skara Brae is and its significance.</p> <p>The children will find out that Skara Brae has told historians that during the Neolithic era people made villages and permanent houses made out of stone, they used stone tools and arrowheads. They made jewelry and pottery and started farming/domesticating animals.</p>	

St. Andrew's CEP School

Growing in Faith, Hope and Love



		<p>Skara Brae was found In 1850 after a storm blew away the earth on top of it.</p> <p>Neolithic era- the rise of farming and use of bronze tools.</p>		<p>The children will draw similarities and differences between the houses then and the houses now. They will also compare Neolithic life to Paleolithic life. Use a Venn diagram to present findings.</p>
3				<p>Children will continue building their knowledge of the Neolithic Era and comparing it to the Paleolithic.</p>
4		<p>Bronze age- a prehistoric period that followed the Stone Age when weapons and tools were made of bronze rather than stone</p> <p>Settlement- places where people live.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Significance-caused an important change.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p><u>When people discovered new materials, they were able to develop their tools and develop civilizations.</u></p> <div data-bbox="902 1257 1384 1406"> </div>	<p>The children will be given a new period of time to add to their working timeline. They will be shown objects from the Bronze Age and will use artefacts, evidence and secondary sources to build an understanding of what this time period was like. The children will group and compare the evidence to build an understanding of the different eras and how life was. The children will find out that during the Bronze age people started to use metal and replaced their bone/stone weapons and tools. The children will look at the image of the 'Amesbury Archer' They will decide what it tells us about him and life in the Bronze Age.</p> <p>Compare Stone Age to Bronze Age. Discuss and compare the different weapons and tools they made. Discuss why they would have changed and the impact it had on the people at the time.</p> <p>Bronze Age- 3300BC-1200BC</p> <p>Look at religion, houses, tools/farming and leadership from the Stone Age to the Bronze Age and now. They will compare the similarities and differences, look at the impact of the development of tools and how this allowed people to build bigger, sturdier and better built buildings that are still around today. The children will explore the idea that once we were travelers moving around to find food but once we were able to farm, use tools and domesticate animals it allowed us to remain in one place and create settlements.</p>

			  	
5		Iron age- a prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Significance-caused an important change.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p>	<p>The children will be introduced to the Iron Age. They will look at how civilization changed in this age and look at artefacts to see how the changes happened and why.</p> <p>The children will look at artifacts, objects and images from the Iron Age. They will add this era onto their working timeline and look at the similarities and differences in the civilizations during the Iron Age. They will see that over time, people developed tools out of Iron because it made their lives easier. During the Iron Age, people lived in small tribes lead by a King. The tribes would invade other tribes. The children will explore the artifacts left behind that show us that the people used to believe in spirits, make human and animal sacrifices.</p>

St. Andrew's CEP School

Growing in Faith, Hope and Love



			<p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p><u>When people discovered new materials, they were able to develop their tools and develop civilizations.</u></p>	<p>Compare Bronze Age to Iron Age.</p> <p>Iron Age- 1200BC-600BC</p> <p>Look at religion, houses, tools/farming and leadership from the Stone Age to the Iron Age and now.</p> <p>They will compare the similarities and differences, look at the impact of the development of tools and how this allowed people to build bigger, sturdier and better built buildings that are still around today. The children will explore the idea that once we were travelers moving around to find food but once we were able to farm, use tools and domesticate animals it allowed us to remain in one place and create settlements.</p>
	Enrichments	<p><u>Trip - Stone Age Workshop at Tatton Park</u></p> <p>The children will experience what life was like during the Stone Age through to the Iron Age.</p> <p>They will make wattle and daub houses which they began building in the Mesolithic Period.</p> <p>They will understand that the houses took a long time to build.</p> <p>They built the houses when they had settled as they took so long to build.</p> <p>They will participate in campfire lighting using flint and steel from the Bronze Age. (Linked to friction and heat)</p> <p>They will hunt/gather berries and seeds and discuss which are safe to eat and not.</p> <p>They will farm crops with anglers, stones and stone tools. They will then switch to bronze tools and make comparisons.</p> <p>They will observe and discuss artefacts from this period of time.</p> <p><u>Retrieval</u></p> <p>Create a working timeline which includes the previous learning they have- Great Fire of London, The Industrial Revolution, Gun Powder Plot, Lowry, Queen Victoria, Rosa Parks.</p>		

St. Andrew's CEP School

Growing in Faith, Hope and Love





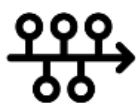

Year 3 HT3 Overview study of Ancient Civilisations (Short study)

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enhancements
Revisit of prior knowledge	<p>Retrieval mat to include – Dates of time periods (Stone, Bronze and Iron Age)</p> <ul style="list-style-type: none"> - Explain what an Artefact is - Discuss archeology, settlements and facts of Skara Brae 	<p>Children understand meaning of civilization.</p> <p>Common feature of new settlements - rivers</p>	Facts about Indus Valley	<p>Location of Indus Valley and Ancient Sumer – continent</p> <p>Explain why civilisations were built close to rivers</p> <p>Explain the meaning of ancient civilisation</p>	<p>Quiz on which river each civilization was built near.</p> <p>Match dates and time periods</p>	<p><u>Immersive Room</u> Step 1 – Retrieval of key vocabulary; evidence, settlements, artefacts and archeology.</p> <p><u>Careers</u> Jobs within medicine</p>
Lesson sequence	<p>Children create a working timeline and add previously learnt events and dates to it.</p> <ul style="list-style-type: none"> -Iron Age -Stone Age -Retrieve Stonehenge and Skara Brae. <p>Explore what ancient means and why we use it to describe different civilizations.</p> <p>Explore where Indus Valley, Ancient Sumer and Ancient Egyptians were on a map and explore what these</p>	<p>Look at the Indus Valley, explore where they were and their life style.</p> <p>3300BC- 1500BC</p>	<p>Look at Ancient Sumer, explore where they were and their life style.</p> <p>3100-539BC</p>	<p>Look at the Ancient Egyptians, explore where they were and their life style.</p> <p>3100-332BC</p>	<p>Compare them, what do they have in common? Why are they important?</p>	

St. Andrew's CEP School

Growing in Faith, Hope and Love








	places all have in common.				
Knowledge					
	Substantive knowledge		Disciplinary Knowledge		
	Personal Development		Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.	How the children will develop this knowledge.	
	1	 <p>Iron Age Iron Age- 1200BC-600BC Stone Age This era was 2.6 million years ago. Ended in 3300BC. Bronze Age 3300BC-1200BC</p> <p>Retrieve Stonehenge Skara Brae</p> <p>Ancient means the past and no longer exists. Civilization means a society and way of life.</p> <p>There were three ancient civilizations- The Ancient Egyptians The Ancient Sumer Indus Valley</p> <p>All these ancient civilizations were built around a river.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p><u>Events go in chronological order from oldest time to most recent.</u></p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Significance-caused an important change.</p> <p><u>Ancient periods are at the start of a timeline.</u> <u>Ancient civilizations were built around a river.</u></p> <div>    </div>	<p>Children create a timeline using the time periods they have already studied and two of the ancient remains they have learnt about.</p> <p>Children will use a range of sources to find out what the meanings of ancient and civilization. They will know that ancient means no longer exists and civilization is a society and way of life.</p> <p>The children will explore a timeline and use their knowledge of 'ancient' to mark ancient times on the timeline. They will see the ancient time periods are all together and their periods run concurrently. They will add these to their working timeline.</p> <p>Using maps to see the locations of the three ancient civilizations locations they will explore what these places all have in common and find out that they were all built around or near to a river.</p>	

St. Andrew's CEP School

Growing in Faith, Hope and Love







				The children will create a timeline to show these three ancient civilizations and how they were all happening at the same time but in different parts of the world.
2		<p>Indus Valley -3300-1500 BC.</p> <p>It is where Pakistan is now. There were around 80,000 people living there. No-one can translate their ancient language.</p> <p>Built near the River Indus. They were farmers.</p> <p>They used the river to wash, drink and for their farming. No one knows why they left the valley.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p><u>Indus people were farmers and they used a language no one can translate.</u></p> <div>   </div>	<p>Using a number of sources including images, the children will explore the key facts about Indus Valley.</p> <p>They will use the sources to ask questions about what they tell us.</p> <p>They will understand some of the key characteristics of the period and will be able to group items from it- for example, artefacts, images of buildings and their writing.</p>
3		<p>Ancient Sumer- 3100-539 BC.</p> <p>It is where Iran is today. It was built between the River Tigris and Euphrates. They wrote down records and laws. They loved arts and literature. They were taken over by the Elamites.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p><u>Ancient Sumer was built near a river, they loved the arts and literature and had their own rules like today. They were more advanced then the Indus people.</u></p> <div>   </div>	<p>Using a number of sources including images, the children will explore the key facts about Ancient Sumer.</p> <p>They will use the sources to ask questions about what they tell us.</p> <p>They will understand some of the key characteristics of the period and will be able to group items from it- for example, artefacts, images of buildings and their writing.</p>

St. Andrew's CEP School

Growing in Faith, Hope and Love



4		<p>Ancient Egyptians 3100-332 BC.</p> <p>It is modern day Egypt. It was built near the River Nile. They built the pyramids, used hieroglyphics and there were lots of artefacts found. Alexander the Great invaded Ancient Egypt. He was a Greek King from Ancient Greece</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p><u>Ancient Egypt was built near a river, they built pyramids and were an advanced civilization.</u></p> <div data-bbox="797 810 1120 954">   </div>	<p>Using a number of sources including images, the children will explore the key facts about Ancient Egyptians.</p> <p>They will use the sources to ask questions about what they tell us.</p> <p>They will understand some of the key characteristics of the period and will be able to group items from it- for example, artefacts, images of buildings and their writing.</p>
5	 	<p>Ancient Civilizations developed near to rivers.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Significance-caused an important change.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p><u>Ancient civilizations during the same period but in different places had differences and similarities.</u></p> <p><u>The Indus valley made small sculptures out of clay, they used these as good luck charms. Sumer also built sculptures however, one of their sculptures was 30ft tall.</u></p>	<p>It is important to know about ancient civilizations because it helps us understand the world and how we are today. It helps us understand different cultures and traditions.</p> <p>The Indus Valley and Sumer both have similarities within the arts. The Indus valley made small sculptures out of clay, they used these as good luck charms. Sumer also built sculptures however, one of their sculptures was 30ft tall.</p> <p>The ancient Egyptians and Indus Valley used symbols and pictures to write. They both used mud bricks to build their houses.</p> <p>The ancient Egyptians and ancient Sumer both had their own types of medicine. The Ancient Sumer invented- the plough, the chariot, textile mills and mathematics.</p>

St. Andrew's CEP School

Growing in Faith, Hope and Love



The ancient Egyptians and Indus Valley used symbols and pictures to write. They both used mud bricks to build their houses.

The ancient Egyptians and ancient Sumer both had their own types of medicine.

The Ancient Sumer invented- the plough, the chariot, textile mills and mathematics.

The Indus River valley and Sumer had common social classes. The Indus River valley's social class was made up of four classes. The first class was priests and kings. The second was rulers and warriors. The third was merchants. The last class was peasants



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Enrichments

Immersive Room – Step 1

Archaeology- finding remains from a period of time.

Artefacts- the remains from a period of time.

Settlement- places where people live.

Civilization – a group of people with their own language and way of life.

Immersive Room – Step 5

Ancient Egypt was built near the River Nile.

Indus civilizations was built near the River Indus.

Ancient Sumer was built between the River Tigris and Euphrates.

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Growing in Faith, Hope and Love




Year 3 HT5 – Achievements of the earliest civilizations (Ancient Egypt)

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enhancements
Revisit of prior knowledge	Revisit where Ancient Egypt was built.	<u>Oracy Activity – Which one does not belong?</u> <u>Provide picture prompts of the words: artefacts, archeology and Egyptology.</u> Discuss meaning of vocabulary and decide which does not belong.	Children explain religion for the Ancient Egyptians.	Explain how Ancient Egyptians prepared for the afterlife.	Retrieve what they have learnt about Cleopatra.	Trip – Egyptian Museum? <u>Immersive Room</u> Week 4 – Tomb investigation <u>Careers</u> Archeologists Egyptologists
Lesson sequence	The children will look at a time line and add the previous time periods they have studied to it. Re-introduce the Egyptian era. Find where Egypt is on the map and life there.	Find out about the Egyptians beliefs and gods they worshipped.	Children will discover different Pharaohs and their roles. They will learn that rulers were seen as Gods. They will learn about Cleopatra.	Discover artefacts left behind by Ancient Egyptians that tell us about their life. Learn about what happened when a pharaoh died.	Learn about the discovery of Tutankhamun.	

Knowledge



This topic the children will build on their knowledge of empire, ruler, archaeologist, (Year 3) chronology (Year 2) and evidence (Year 1). It will introduce the children to the terms religion, slavery, artefacts and primary source.

Substantive knowledge		Disciplinary Knowledge	
Personal Development		Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.	How the children will develop this knowledge.
1		Children know the ancient Egyptian era spanned from 3100 BC to 30 BC.	Continuity and change-not all things change overtime, some things last across long periods of history.
			The children will look at a map to see where Ancient Egypt was. They will look at the physical features there and look at the River Nile. The children will look at reasons the Egyptians

St. Andrew's CEP School

Growing in Faith, Hope and Love






		<p>Know the location on Egypt on a map and that it is on the continent of Africa.</p> <p>Know that Egyptians lived in the desert where they would hunt for food and herd animals.</p> <p>They eventually moved closer to the Nile because it was easier to grow food.</p> <p>Archaeology- finding remains from a period of time.</p> <p>Artefacts- the remains from a period of time.</p> <p>Egyptology- the study of Ancient Egypt.</p>	<p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p><u>People moved because of the water, the crops so they could grow paper, transport, trading.</u></p> 	<p>moved towards the river Nile using their knowledge from their Ancient Civilization topic.</p> <p>The children will create a diamond 9 using these reasons Ancient Civilizations settled where they did- people moved because of the water, the crops so they could grow paper, transport, trading.</p> <p>The children will be given an image of what historians believe Ancient Egypt was like. The children will write questions based on these images. They will explore how we know about the Ancient Egyptians today and how historians found out. The children will explore the study of Egyptology and what they have found to help them build a picture of what life was like then.</p>
2		<p>Egyptians worshipped in temples which were seen as the 'houses for the gods.'</p> <p>People would pray here and make offerings to their Gods.</p> <p>Most temples had a special offering ritual every day to keep the gods happy.</p> <p>Sacred- means holy and something with a special connection with god</p>	<p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p><u>Ancient civilizations worshipped Gods and made offerings to keep them happy.</u></p>	<p>Egyptians believed in different Gods. The Gods were worshipped for different areas of everyday life.</p> <p>Ra- Sun God and the God of all God's.</p> <p>Osiris- sent by Ra to rule on earth and is the God of life.</p> <p>Isis- Goddess of magic and secrets.</p> <p>Horus- is the God of justice and war.</p> <p>Amon- the God of the Sun.</p> <p>The God's are similar to the Roman Gods as each had a role. They were worshipped and left gifts to keep the Gods happy.</p>

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3	<p>People who study the Ancient Egyptians are called Egyptologists.</p> <p>Ancient Egyptians were ruled by Pharaohs.</p> <p>Egyptians believed Pharaohs were the living descendent of Ra, the sun god.</p> <p>Egyptians believed the Pharaohs were gods.</p> <p>Pharaohs built monuments to impress people and scare their enemies.</p> <p>Pharaohs wore a ceremonial beard as a symbol of their royal power.</p> <p>Pharaohs ruled the land, made laws and were in charge of the army.</p> <p>The last Pharaoh was Cleopatra.</p> <p>Egypt became part of the Roman Empire in 30BC.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p>  <p><u>Royals and leaders were seen as a god.</u></p>	<p>The children will be given a mixture of images of different Pharaohs. These will be statues as well as paintings and artwork. Look at pictures of pharaohs and deduce what they were like- rich, powerful, godly, fierce etc. Children develop historical questions about the images. The children will explore what the role of a Pharaoh was and how important they were to the Ancient Egyptians. The will find out that they ruled similarly to our Queen/King however the Egyptians believed they were Gods. They will find out that the Pharaohs were very powerful and rich. They built monuments to scare their enemies, made laws, ruled the lands and were in charge of the army.</p> <p>The children will find out about Cleopatra and that she was the last Pharaoh before the Roman Empire took over in 330BC. The children will create a timeline to show some key events in Cleopatra's life.</p> <p>-69BC- Born -51BC- Given the throne of Egypt -30BC- Dies being bitten by a snake.</p>	

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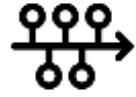


4	  <p>The ancient Egyptians buried their Pharaohs in tombs. They were filled with weapons, clothes and jewellery ready for the afterlife.</p> <p>The Valley of the Kings is where pharaoh tombs are.</p> <p>Over 60 tombs have been found here.</p> <p>More than 100 pyramids have been discovered.</p> <p>The most famous pyramids were built at Giza.</p> <p>The Great Pyramid is the tallest and most impressive.</p> <p>The Great Pyramid took about 20 years to build.</p> <p>It was the tallest man-made structure for more than 3800 years.</p> <p>The Great Sphinx is also located in Giza.</p> <p>The purpose of the Sphinx is unknown but people believe it was built to protect the pharaohs in their tombs.</p>	<p>Cause and consequence-where one event is the cause of another</p> <p>Significance-caused an important change.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Interpretations.</p>  <p><u>Important items were given to people who had died to have in the afterlife.</u></p>	<p>The children will look at some of the artefacts and monuments that the Ancient Egyptians left behind that tell us about their lives. The children will be given a mixture of these landmarks- Giza, Valley of the Kings and the Great Sphinx. They will write questions about these famous landmarks.</p> <p>The children will think about what happens to people when they die- they get buried or cremated. They will look at tombs that were used in Ancient Egypt and explore what they were like. The children will find out that the tombs were full of objects that belonged to the person that had died and were often decorated with images of Gods.</p> <p>The children will discuss why they think these items were put in tombs and find out that it was because the Ancient Egyptians believed in the 'Afterlife' and that tombs allowed people to get to the afterlife and they would need these items there.</p> <p>The children will find out about 'The Valley of the Kings' which was discovered in 1922. It was where all the Pharaohs were buried and archeologists found over 60 tombs there. The tombs were full of items that belonged to these Pharaohs.</p> <p>The children will look at the pyramids at Giza and explore why they are a wonder of the world. They believe the pyramids are 4,500 years old and are still visited by thousands of people today. Egyptologists believe that pyramids were a type of tomb that protected the Pharaohs and their belongings.</p> <p>Finally the children will be told about the Great Sphinx and that Egyptologist believe it was built to protect the tombs.</p> <p>The finding of these tombs has given Egyptologists more evidence to understand what Ancient Egypt was like. The children will order which of the archeological finds were most important and why, using historical language.</p>
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5	 <p>Howard Carter in November 1922 discovered the tomb of the Pharaoh Tutankhamun.</p> <p>Tutankhamun died in 1324 BCE.</p> <p>The tomb had 5,000 artefacts- furniture, chariots, clothes and weapons.</p> <p>It was the last tomb ever found.</p> <p>It was the most preserved tomb which told Egyptologists about Egyptian civilization.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p><u>Tutankhamun's tomb was the most intact tomb ever found.</u></p>   	<p>The children will deepen their knowledge of the Valley of the Kings and find out about Howard Carter and that during a dig in 1922 he found a tomb.</p> <p>The tomb was filled with objects and images which were taken out and examined. Children use their knowledge and clues to decide who the tomb belonged to and what was discovered inside. The children will read statements and match them to the artefacts that show/match them. The children will find out that Tutankhamun was a Pharaoh that died in 1324 BCE. His tomb was the last tomb found and it was believed all the tombs had already been discovered. The tomb was perfectly preserved compared to some of the older tombs and the items inside let Egyptologist know more about the Pharaoh's life.</p> <p>The children will create a timeline about Tutankhamun</p> <p><u>Oracy Activity – Concept Cartoon</u></p> <p><u>Why was it the most significant find for Howard Carter?</u></p> <ul style="list-style-type: none"> - It was the most intact tomb ever found - The tomb was filled with 5000 artefacts to tell him about Egyptian life - It was the last tomb found when they thought they had all been found - The Pharaoh died in 1324BC and Howard found him in 1922
Enrichments	<p>Trip – Egyptian Museum?</p> <p><u>Immersive Room</u></p> <p>The ancient Egyptians buried their Pharaohs in tombs. They were filled with weapons, clothes and jewellery ready for the afterlife.</p>		