



What was life like during the Ancient Egyptian period?

Why This? Why Now?

This topic builds on previous learning and creates the foundations for future topics. The children have researched Ancient Rome in Year 3, and in Year 5 they will learn about the Ancient Greeks which both coincide chronologically with the Ancient Egyptian period. This helps to embed an understanding of power and hierarchy, and deepen understanding of historical influence on the modern world today. This is built upon further through their trip to the Hancock Museum in Newcastle investigating real life artefacts from the Ancient Egyptian period.

This area of research helps to embed the children’s understanding of British Values:

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

NPS STAR Values:

- Respect and behaviour

English -National Curriculum / Skills

OVERVIEW

Plan their writing by:

Instructional writing – ‘How to Make a Mummy’

- Beliefs Surrounding Life after Death

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Report Writing – Ancient Egypt

- Life After Death
- Daily Life
- Egyptian Houses
- Work and Jobs
- Mummification
- Religious Beliefs
- Food and Drink

Diary – Comparison Rich and Poor Egyptian

- Life as a farmer
- Life as a noble man

Power Pyramid – Structure of Egyptian society

History - National Curriculum / Skills

OVERVIEW

Develop a chronologically secure knowledge and understanding of the past and links with history previously studied.

Place key events on a timeline for the Ancient Egyptian period and analyse them in the wider context of world history.

<p>Select and use a range of sources to answer questions (Use books and internet sources to research different events and say how they differ)</p> <p>Understand cause and effect between periods of history studied and modern day.</p> <p>Understand trends over times in the history they have studied.</p>	<p>Children study Howard Carter’s discovery through a range of different sources.</p> <p>Children compare the lives of Ancient Egyptian children (farmers and noblemen) to their lives today in 21st century Britain.</p> <p>Learn about the jobs and daily life of an Ancient Egyptian.</p> <p>Researching the mummification process and beliefs surrounding the afterlife including the significance of the pyramids.</p> <p>Understand how Ancient Egypt has had an effect on the Modern World today. Including: the solar calendars, astronomy and preserving the dead.</p>
<p>Geography – National Curriculum / Skills</p>	<p>OVERVIEW</p>
<p>Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Researching and understanding the importance of the River Nile to Ancient Egyptian daily life and farming.</p> <p>Understanding the importance of the River Nile in shaping and providing food, transportation and building materials in Ancient Egyptian society.</p>
<p>DT – National Curriculum / Skills</p>	<p>OVERVIEW</p>
<p>Prepare and cook a savoury dish safely and hygienically including, where appropriate, the use of a heat source.</p>	<p>Hot Dog Mummies: Hot dogs are wrapped in crescent roll dough to look like mummies, and mustard is used for the eyes.</p>
<p>PSHE – National Curriculum / Skills</p>	<p>OVERVIEW</p>
<p>Earnings and the importance of money</p>	<p>Understanding the importance of the River Nile for growing crops and how the harvest was used as income.</p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Normanby Primary School

Year Group: 4

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
What was life like for rich/poor Egyptians? STAR values – teamwork, resilience	Hancock Museum Ancient Egyptian Day	Horrible Histories – Awesome Egyptians The Story of Tutankhamun Patricia Cleveland-Peck & Isabel Greenberg

Supporting Your Child at Home

www.primaryhomeworkhelp.com

<https://www.bbc.co.uk/bitesize/topics/zg87xnb>