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| Enquiry – Which Ancient Egyptian kingdom left the most impressive legacy? | | | | | | |
| Rulers and monarchs | Culture, society and way of life | Culture, society and way of life | Culture, society and way of life | Achievements and legacy | Culture, society and way of life | Achievements and legacy |
| WALT: Know who ruled Ancient Egypt | WALT: Understand what Ancient Egyptian society was like | WALT: Know why the River Nile was important to the Ancient Egyptians | WALT: Know how the Ancient Egyptians travelled and traded | WALT: Know why the Ancient Egyptians built the pyramids and know who built them | WALT: Know what Ancient Egyptians believed in and what they believed about the afterlife | WALT: Understand why Tutankhamun’s tomb was an important discovery |
| *Enquiry Questions* | | | | | | |
| *Which key events happened under different leaders?* | *Which social group had the most important roles in Ancient Egypt?* | *Why was the River Nile so pivotal to the success of the Ancient Egyptian civilisation?* | *What did the Ancient Egyptians import and export during the different kingdoms?* | *Why did the pyramids get built?*  *Who was responsible for building them?* | *How did the Ancient Egyptian’s views on the afterlife impact their lives?* | *What did the discovery of Tutankhamun’s tomb tell us about his reign?* |
| Key Vocabulary | | | | | | |
| Pharaoh – a ruler in Ancient Egypt  Pyramids – a royal tomb in Ancient Egypt  Nile – the longest river in the world, running through Africa  Mummification – a process to preserve bodies of significant figures  Sphinx – an Egyptian statue depicting the head of a man and the body of a lion  Hieroglyph – pictures used to write something  Cairo – capital of Egypt  Thebes – capital of Ancient Egypt | | | | | | |
| Milestone Indicator | | | | | | |
| • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Refine lines of enquiry as appropriate.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events.  • Use appropriate historical vocabulary to communicate, including:  *• dates*  *• time period*  *• era*  *• chronology*  *• continuity*  *• change*  *• century*  *• decade*  *• legacy.*  • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. | | | | | | |