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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 EgyptPyramids – a royal tomb in Ancient EgyptNile – the longest river in the world, running through Africa Mummification – a process to preserve bodies of significant figuresSphinx – an Egyptian statue depicting the head of a man and the body of a lion Hieroglyph – pictures used to write somethingCairo – capital of EgyptThebes – 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. |