



Subject Medium Term Planning Sheet

2020/2021

Year 5	Term 4	Unit title – Ancient Egyptians	
Key Vocabulary Ancient Egyptians Egypt, civilisation, BC/AD, kingdoms, wealth, evidence, essential, crops, silt, fertilised, canals, irrigation, flax, papyrus, Tutankhamun, pharaoh, empire, Valley of the Kings, tomb, treasures, burial chamber, sarcophagus, curse, archaeologist.			
<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Understand what was important to people during ancient Egyptian times. • Find Egypt on a map. • Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. 	<p>•Most children will be able to :</p> <p>Know where and when the Egyptians lived through looking at maps and artefacts.</p>	<p>Some children will be able to :</p> <ul style="list-style-type: none"> •Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time. • Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'. 	
Lesson No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	<p><u>LI: To investigate who the Ancient Egyptians were</u></p> <p><u>Success Criteria</u></p> <p>All must be able to locate Egypt on the world map</p> <p>Most should be able to describe when the Ancient Egyptians lived</p> <p>Some could create an introduction to the Ancient Egyptians Fact File.</p>	<p>What do you think of when someone says 'Ancient Egypt'?</p> <p>Record these on whiteboards.</p> <p>Ancient Egypt: Where and when? Look at the map and locate where this civilisation lived. Discuss the terms 'ancient' and 'civilisation', sharing the responses as a class. Show the information on the Lesson Presentation with the timeline. Allow time to discuss the historical periods that the children might recognise. Watch the film for a whistle stop tour through the Ancient Egyptian period in history.</p> <p>Children to be provided with some additional information to support work on producing an introduction to the Ancient Egyptians.</p>	<p>English</p> <p>Geography</p>



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2	<p><u>LI: To investigate what life was like in Ancient Egyptian times</u></p> <p><u>Success Criteria</u> All must be able to use pictorial sources to find out information about Ancient Egypt Most should be able to put themselves in the place of an Ancient Egyptian Some could be able to recognise the importance of the River Nile in the lives of the Ancient Egyptians</p>	<p>In addition to the presentation children to have access to additional information on life in Ancient Egypt/ River Nile to support research of information</p> <p>Children will have learnt about where and when the ancient Egyptians lived in lesson 1. <i>(Please note that some of the slides in this presentation contain a lot of information. You might want to print out some of the slides, allowing groups of children to read and present the information in their own way).</i></p> <p>Picture Evidence: Show the information on this and the following slides in the Lesson Presentation. The children work in groups of four or five. Each group is given a set of pictures. They take one each. Individually they look at their picture and consider the questions: What is happening? Why do you think that? They take turns to introduce their picture to the rest of the group and explain what they think is happening and why. The other children ask them questions about Egyptian life, relevant to the picture</p> <p>Children to take notes ready for writing about life in Ancient Egypt in a future lesson</p>	English Geography
3	<p><u>LI: To investigate what life was like in Ancient Egyptian times</u></p> <p><u>Success Criteria</u> All must be able to use pictorial sources to find out information about Ancient Egypt</p>	<p>In addition to the presentation children to have access to additional information on life in Ancient Egypt/ River Nile to support research of information</p> <p>Looking at a map of Egypt- why is the River Nile so important- today and in Ancient Egyptian times?</p> <p>The River Nile: Show the information on this and the following slides in the Lesson Presentation</p>	English Geography



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	<p>Most should be able to put themselves in the place of an Ancient Egyptian Some could be able to recognise the importance of the River Nile in the lives of the Ancient Egyptians</p>	<p>Using the information from presentation children to write a paragraph about the River Nile and it's importance in the life of the Ancient Egyptian.</p>	
4	<p><u>LI: To research the discovery of Tutankhamun</u></p> <p><u>Success Criteria</u> All must be able to explain who Tutankhamun was Most should be able to explain the key events of the discovery of the tomb of Tutankhamu Some could explain the significance of the discovery of the tomb</p>	<p>In addition to the presentation children to have access to additional information on Tutankhamun to support research of information</p> <p>What do they already know about pyramids/ pharaohs? Have they heard about Tutankhamun? What do they know about him?</p> <p>Who Was Tutankhamun? In groups of four or five, the children are given a sealed envelope containing their 'Mystery Source'. The children look at the source as a group. On whiteboards, they need to answer the questions on the slide, generating two of their own about the author of the source. Show the information on this and the following slide in the Lesson Presentation.</p> <p>Tutankhamun: Show the sentence starters on this in the Lesson Presentation. Allow time for the children to attempt to finish the sentences independently on whiteboards and feedback their responses to the class. Look at the following slides to see how the children's responses compare to the examples</p> <p>Children to produce an extended paragraph on Tutankhamun- life, facts, discovery of tomb.</p>	.English
5	<p><u>LI: To write a newspaper report on the discovery of Tutankhamun.</u></p>	<p>Extended Writing opportunity newspaper report on the discovery of Tutankhamun Recap features of a newspaper report.</p>	English Art



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	<p><u>Success Criteria</u> All must use key features of a newspaper report. Most should be able to include key facts about Tutankhamun. Some could engage the reader through use of descriptive language.</p>	<p>Brainstorm key words and facts related to the discovery of Tutankhamun/use Egyptian word mats (Twinkl).</p> <p>Can use real quotes- see below. When Harold Carter discovered the tomb and was asked what he could see, he said, "wonderful things."</p>	
6	<p><u>LI: To write a diary entry - Howard Carter.</u></p> <p><u>Success Criteria</u> All must use key features of a diary. Most should be able to include thoughts and feelings that Howard Carter might have experienced. Some could make a suggestion of what Howard could do next.</p>	<p>Extended Writing opportunity diary entry what if funding had been pulled what would have been Howard Carter's thoughts have been.</p> <p>What would you suggest Howard Carter do?</p>	English