


Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School History

<p>Clougha Class Spring 1& 2 Year B</p>	<p>N.C. LINKS: Pupils should be taught about: The achievements of the earliest civilizations and a depth study of Ancient Egypt.</p>			
<p>Etymology – civilisation – from Latin word civitas or city.</p>	<p>Vocabulary:</p>			
	<p>Subject Specific</p>	<p>Chronological Understanding</p>	<p>Knowledge and Interpretation</p>	<p>Historical Enquiry</p>
<p> Egypt Magnified: with a 3X Magnifying Glass By David Long</p>	<p>Ancient, Egypt, Egyptians, civilisation, irrigation, River Nile, farming, agriculture, empire, kingdom, flooding, Mesopotamia, fertilise, soil,</p>	<p>BCE, Before Common Era, CE Common Era, dates, order, timeline, ancient chronology, chronological order, timeline</p>	<p>Influence, important figures, influence, artefacts, legacy, effects</p>	<p>Archaeologists, understand, past, sources, period, research, first hand evidence, historian, second hand evidence</p>
<p>Key Concept: CIVILIZATIONS <u>Farming in Ancient Egypt</u> Key Questions: How did the Ancient Egyptians become great farmers? Why was the River Nile so important?</p>				
<p>Unit Overview: Understand how Egyptian agriculture shaped an empire around the Nile and how the yearly floods allowed for generations of power.</p>				

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

<p>Chronological Context:</p> <ul style="list-style-type: none"> • Stone Age – 15 000 BC – 3000 BC • Bronze Age – 3000 BC – 800 BC • Ancient Egypt – 3100 BC – 30 BC 	<p>water, canal, irrigation channel, farmer, rake, sickle, shovel, shaduf, Ancient Summer, Sumerians, transport, farming seasons, Akhet, flooding, Peret, planting, Shemu, Harvest, plants, crops, food.</p>			
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • Children will learn where the location of Egypt is in the world and about the River Nile. • They will learn about the importance of the Nile and how it helped Egyptian agriculture. 	<p>Building on Prior learning KS1:</p> <ul style="list-style-type: none"> • Start of new theme CIVILISATIONS. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Children will learn who the Romans were and where they came from including why they settled here. 		

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

- Find out about the different types of farming during different seasons.
- How the flooding of the Nile helped develop Egyptian agriculture .

- Understand how the Romans lived in Roman Britain.
- Find out about Roman soldiers and how the Roman Army worked.
- To know how the Romans have influenced our lived today.
- Explore different artefacts, weapons and armour to give insight into how the Romans lived.

Key Skills (Disciplinary)

Chronology

- Use some dates and historical terms when ordering events and objects.
- Explore trends and changes over time.
- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, people and changes

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

Interpretation, Enquiry and Using Sources

- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise how sources of evidence are used to make historical claims.
- Identify historically significant people and events in different situations

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

Communication

- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

Sequence of Lessons:

1. **LO – To locate Egypt on a map and know when the Ancient Egyptian civilisation began.**
2. **LO – To understand about the importance of the River Nile.**
3. **LO – To use sources to find out about farming tools.**
4. **LO – To research about different types of Egyptian farming.**
5. **LO – To understand about Egyptian farming.**
6. **LO – To write a non-chronological report on Egyptian farming.**

Enhancements: Manchester Museum

End of Unit Outcome: Annotate pictures about farming.

Oral Assessment:

How did the Ancient Egyptians become great farmers?

Why was the River Nile so important?

Where is Egypt on a map and when did the Ancient Egyptian civilisation begin?

Why is the River Nile so important?

What do you know about Ancient Egyptian farming tools?

What do you know about Egyptian farming?