

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**

**Clougha Class
Spring 1& 2
Year B**

N.C. LINKS:

Pupils should be taught about:
The achievements of the earliest civilizations and a depth study of Ancient Egypt.

Etymology - The word *sarcophagus* comes from the Greek *sarx* meaning "flesh", and *phagein* meaning "to eat"; hence *sarcophagus* means "flesh-eating", from the phrase *lithos sarkophagos*, "flesh-eating stone".

Vocabulary:



**Egypt Magnified
By
David Long**

Subject Specific

Chronological Understanding

Knowledge and Interpretation

Historical Enquiry

Key Concept: CHILDHOOD

Tutankhamun – Child King

Key Questions: Who was Tutankhamun? Why is he known as the ‘Boy King’?

Ancient, Egypt, Egyptians, chronology, chronological order, timeline, civilisation, hieroglyphics, irrigation, River

BCE, Before Common Era, CE Common Era, AD, Anno Dominates, order,

Influence, important figures, influence, artefacts, legacy, effects

Archaeologists, understand, past, sources, period, research, first hand evidence, historian, second hand

Unit Overview:

To know the story of Tutankhamun’s life.

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<p>The impact of the discovery of his tomb has had on our knowledge of ancient Egypt.</p>	<p>Nile, pharaoh, Tutankhamun, Boy King, tomb, empire, kingdom, afterlife, mummification, pyramid, Gods, Goddesses, discovery, artefacts, sarcophagus, Canopic jars, Howard Carter.</p>	<p>timeline, ancient</p>		<p>evidence, similarities, differences, century</p>
<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 • Discovery of Tutankhamun’s tomb - 1922 				
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • Children will learn about the Ancient Egyptian civilisation and when it first began. Understand about Egyptian culture and beliefs. • They will learn about who Tutankhamun was as a pharaoh and the story of his life. • Find out about the discovery of Tutankhamun’s tomb by Howard Carter. 	<p>Building on Prior learning KS1:</p> <p>Understand what a significant person in history is</p> <p>Learn about Queen Victoria and how she has contributed to national and international achievements.</p> <p>Compare Christmas traditions between the past and present.</p> <ul style="list-style-type: none"> • 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Children will learn about The Industrial Revolution and Cotton Industry, and how it helped change Britain. • Learn about the life of a child apprentice working in a cotton mill factory. • Understand how working conditions were poor and the 		

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- Understand how the artefacts and discovery of the tomb has developed our knowledge of Ancient Egypt.

dangers involved. Know why children were chosen to work.

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

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.

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Sequence of Lessons:

1. LO – To find out about when and where the Ancient Egyptians lived.
2. LO – To use a timeline to explore key events from Ancient Egyptian times.
3. LO – To understand and explain the process of mummification.
4. LO – To find out about the discovery of Tutankhamun's tomb.
5. LO – To explore artefacts found in the tomb and what it tells us about Ancient Egypt.
6. LO – To research facts about Tutankhamun and his life. How did the Ancient Egyptians view disability?
7. LO – To write a biography on Tutankhamun.

Enhancements: Manchester Museum

End of Unit Outcome: Write a biography on Tutankhamun giving detail about his life and why he is well known today.

Oral Assessment:

Who was Tutankhamun?

Why is he known as the 'Boy King'?

When and where did the Ancient Egyptians live?

What were the key events from Ancient Egyptian times?

What is the process of mummification?

Can you tell the story of the discovery of Tutankhamun's tomb?

What do the artefacts found in the tomb and tell us about Ancient Egypt?