



Enquiry Question		Why was the River Nile important to the Ancient Egyptians?	
	Required Prior Knowledge	Knowledge to be taught	
Substantive Knowledge	<p>Settlements were built near natural resources such as water and wood (Prehistoric England, Y3)</p> <p>Burials suggest that people believed in an afterlife, and reflect the lives they lived. They are an important source of information for Archeologists. (Prehistoric England, Y3)</p> <p>Explorers often helped themselves to valuables that did not belong to them when they discovered new places. (Tudor Exploration, Y4)</p>	<p>The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years. The regular flooding of the Nile created fertile soil so the ancient Egyptians were able to grow lots of crops like wheat, barley, fruit and vegetables. They also grew flax to make clothes and papyrus to make paper. Farming enabled the Ancient Egyptians to become very rich. The Ancient Egyptians invented a writing system called hieroglyphs. The ancient Egyptians were ruled by kings and queens were called pharaohs. Religion was an important part of their civilization. The ancient Egyptians also believed in a never-ending afterlife. The ancient Egyptians preserved the bodies of important people through mummification. They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant pyramids. Each side is triangular, and they meet in a point at the top. The most famous is the Great Pyramid of Giza at 480 feet high made from 2.3 million large blocks. The British Museum in London has the largest collection of Egyptian objects outside Egypt. This is because British explorers and soldiers took them during the time of the British Empire in the 19th and 20th centuries.</p>	
Disciplinary Knowledge			
Chronology	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	Can use dates and terms accurately in describing events and people.	
Evidence & Interpretation	Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources.	Use sources of evidence to deduce information about the past and explain its reliability. Use sources of information to form testable hypotheses about the past.	
Cause & Consequence	Suggest the causes and consequences of change.	Describe the causes of events and their consequences in Ancient Egypt.	
Change & Continuity	Explain the concept of change over time and represent this with evidence.	Identify period of rapid change in history Explain the concepts of continuity and change over time.	
Similarity & Difference	Describe the social, ethnic, cultural and religious diversity of the past.	Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	
Historical Significance	Discuss the importance of people and events in time and the significant impact they had on society.	Describe the social and cultural significance of a past society and their characteristic features of the past, including ideas and beliefs.	

## Big Idea Knowledge

- **Community:** The Ancient Egyptians built villages along the River Nile.
- **Human Rights:** The Ancient Egyptians did not always think about human rights - they enslaved people.
- **Stewardship:** The Ancient Egyptians farmed their land in a sustainable way.
- **Resilience:** The Ancient Egyptians had a symbol known as the Bennu Bird that represented rebirth and resilience.
- **Health:** The Ancient Egyptian used herbs for medicines and even had dentists.
- **Wonder:** The pyramids at Giza are one of the seven wonders of the world.
- **Technology:** The Ancient Egyptians were innovative farmers and they created a solar calendar and hieroglyphics.
- **Equality:** Women were treated very differently to men by the Ancient Egyptians.

## Vocabulary

**Egyptians, Egyptologist, timeline, dates, influence, primary source, secondary source, evidence, reliable, bias, society, hierarchy, structure, pharaohs, enslaved people, viziers, gods / goddesses, scribe, beliefs, human sacrifice, society, fair, hieroglyphics, mummification, prepare, preserve, pyramid, temple, trade, events, artefacts, timeline, sources, consequences, causes, change, evidence, social, significant**

## Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

## Learning Questions

Who were the Ancient Egyptians?

Who were Howard Carter and Tutankhamun?

How was Egyptian society organised and what was life like for the average Egyptian?

What else do we know about life in Ancient Egypt?

Why was farming so important to the Ancient Egyptians?

Why was the River Nile important to the Ancient Egyptians?

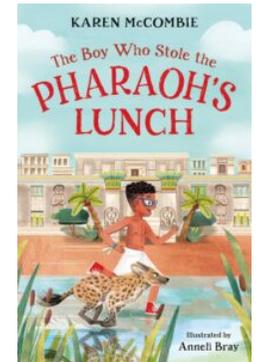
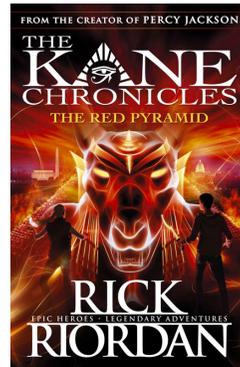
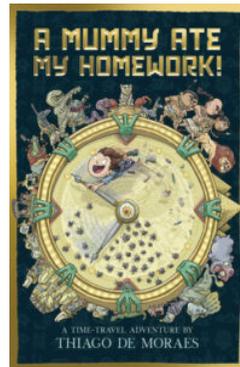
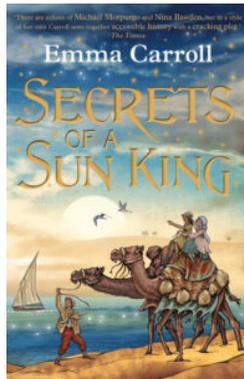
## Mastery Key

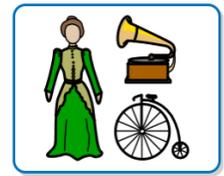
- Can understand and explain why the River Nile was important to the Ancient Egyptians.

## Gateway Key

- ❖ Can understand two reasons why the River Nile was important to the Ancient Egyptians and support this with illustrations.

## Recommended Reads





Enquiry Question		How did changes in the Victorian era improve our lives then and now?	
		Required Prior Knowledge	Knowledge to be taught
<b>Substantive Knowledge</b>		<p>Queen Victoria was on the throne between 1837 and 1901 CE/AD. During the Victorian period, they did not have plastic. (Victorians, Y2)</p> <p>In Victorian times it became popular for people to travel to seaside resorts, using the growing railway network. During this period Torquay (seaside town) and cities changed considerably. Photography was invented in Victorian times, therefore Historians can study photographs to find out more about the period - primary sources (A Victorian Seaside Resort, Y3)</p>	<p>The Victorian period was a period of rapid change which saw the invention of objects such as stamps, the telephone, jelly babies, photographs, steel, trains, passenger ships, and bicycles. Isambard Kingdom Brunel was a skilled engineer that built bridges, tunnels, and passenger ships. This was significant because people could travel more quickly and cheaply than ever before. Joseph Lister invented the carbolic steam spray to reduce infection during surgery and drastically improved the survival rate. Florence Nightingale was a pioneering nurse who also understood the concept of germs. Together they both championed the importance of cleanliness in hospitals. The Cadbury Brothers understood the importance of sanitation and clear air for their workers. They campaigned for better housing for people. Robert Peel set up the first police force in response to rising rates of crime due to poverty and overcrowding. This was successful and many other cities set up their own police forces too. However the punishments for crimes were often overly punitive and breached the prisoner's human rights as we see them today.</p>
<b>Disciplinary Knowledge</b>			
<b>Chronology</b>	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	Can use dates and terms accurately in describing events and people.	
<b>Evidence &amp; Interpretation</b>	Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources.	Use sources of evidence to deduce information about the past and explain its reliability. Use sources of information to form testable hypotheses about the past.	
<b>Cause &amp; Consequence</b>	Suggest the causes and consequences of change.	Describe the social causes of change in Victorian Britain and their consequences.	
<b>Change &amp; Continuity</b>	Explain the concept of change over time and represent this with evidence.	Identify periods of rapid change in history. Explain the concepts of continuity and change over time.	
<b>Similarity &amp; Difference</b>	Describe the social, ethnic, cultural and religious diversity of the past.	Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	
<b>Historical Significance</b>	Discuss the importance of people and events in time and the significant impact they had on society.	Describe the social and cultural significance of a past society and their characteristic features of the past, including ideas and beliefs.	

## Big Idea Knowledge

- **Community:** The Victorians built better housing and reduced crime which improved communities.
- **Human Rights:** The Victorians did not respect people's human rights when giving out punishments but did champion social reform
- **Stewardship:** The Victorians did not think about the impact that their inventions and innovations were having on the Earth's natural resources.
- **Resilience:** Brunel and other scientists demonstrated considerable resilience and perseverance with their achievements
- **Health:** Some Victorians were very concerned about the poor health of many people due to the working and living conditions.
- **Wonder:** The Victorian period was one of significant change which improved the lives of many people.
- **Technology:** The Victorians were tremendous innovators but the impact of their innovations and inventions was not always positive.
- **Equality:** The Victorian period was a period of social reform which improved health, women's rights, slavery and the acceptance of other religions.

## Vocabulary

Victorians, Queen Victoria, era, period, **influential, inventor, inventors, construction, improvements, industrial revolution, rapid change, advancements, medicine, surgery, Carbonic, nursing, sanitary, significant, technology, events, artefacts, historical figures, timeline, primary sources, secondary sources, reliability, consequences, causes, change, evidence, social, ethnic, cultural, significant, period, BC/AD**

## Teaching Sequence

- *Arouse curiosity & raise questions*
- *Develop understanding of chronology*
- *Review previous learning*
- *Specify key vocabulary*
- *Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling*
- *Interpret & record findings*
- *Respond to key enquiry question*

## Learning Questions

How did technology change in the Victorian era?

What did Isambard Kingdom Brunel do and why is it significant?

What did Joseph Lister and Florence Nightingale do and why is it significant?

What did the Cadbury Brothers do and why is it significant?

What did Robert Peel do and why is it significant?

How did changes in the Victorian era improve our lives then and now?

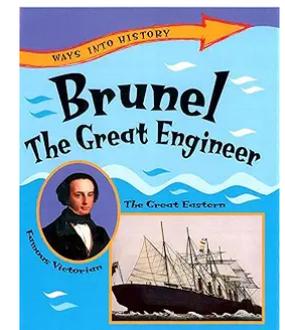
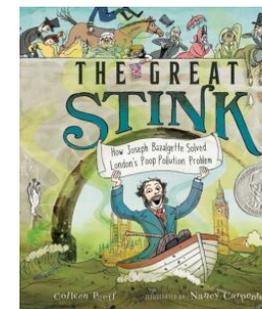
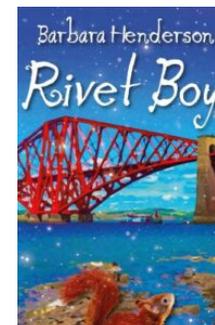
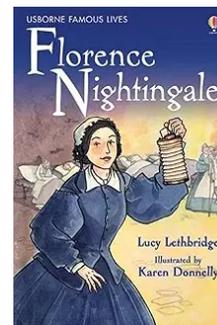
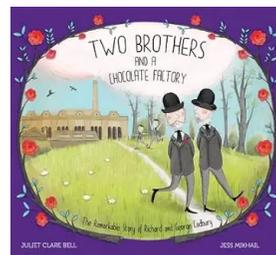
## Mastery Key

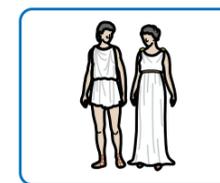
- Can understand and explain how the changes in the Victorian era improved our lives then and now.

## Gateway Key

- ❖ Can understand how one significant inventor made changes in the Victorian era and explain how their inventions improved our lives then and now.

## Recommended Reads





Enquiry Question		
What are the most significant ways Ancient Greece ideas influence life today?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>The Roman empire began in Rome. Ancient Rome expanded gradually from 473 BCE/BC and collapsed in 476 CE/AD. At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa. Julius Caesar failed to invade Britain in 54 &amp; 55 BCE/BC. Emperor Claudius conquered Britain in 43 CE/AD. They invaded because they wanted the precious metals from England. The Roman Army was strong because they were well organised and well equipped. The Coliseum in Rome was built by the Ancient Romans, and remains one of the seven modern wonders of the world (Romans, Y3)</p>	<p>The Minoans were the first great Greek civilisation between 2200 BCE/BC and 1450 BCE/BC. The Hellenistic period was the last Greek period that ended in 30 BCE when the Romans conquered Greece. Ancient Greece was divided up into four areas known as Athens, Sparta, Corinth and Olympia. Many of the words we use come from the Greek language. In ancient Athens, citizens would gather together on a hill called the Pnyx. Here they would decide the city's laws and who should be on its ruling council. This was 'democracy' or 'rule by the people'. All 30,000 citizens were men. Women and enslaved people didn't get a say. The Greeks loved sport. Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896 CE/AD. Legend tells of Pheidippides, who fought at the battle of Marathon. When the Greeks won, he ran 26 miles (42 km) to Athens with the news – and then fell down dead. Modern marathon races cover the same distance as his epic run. Athletes prayed to Nike, the goddess of victory.</p>
Disciplinary Knowledge		
Chronology	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	Can use dates and terms accurately in describing events and people.
Evidence & Interpretation	Suggest more than one suitable source for historical enquiry.	Use sources of evidence to deduce information about the past and explain its reliability. Use sources of information to form testable hypotheses about the past.
Cause & Consequence	Suggest the causes and consequences of change.	Describe the causes of events and their consequences in Ancient Greece.
Change & Continuity	Explain the concept of change over time and represent this with evidence.	Identify period of rapid change in history Explain the concepts of continuity and change over time.
Similarity & Difference	Describe the social, ethnic, cultural and religious diversity of the past.	Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.
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## Big Idea Knowledge

- **Community:** The Ancient Greeks introduced democracy which enhanced communities.
- **Human Rights:** Not everyone in Ancient Greece experienced freedom as the Greeks enslaved people.
- **Stewardship:** The Greeks introduced laws to protect the environment.
- **Resilience:** The Greek Goddess Elpis symbolised resilience and perseverance.
- **Health:** The Ancient Greeks understood the benefits of regular exercise and started the Olympic Games.
- **Wonder:** Greek architecture was beautiful and their intellectual life was advanced for people living so long ago. Five of the seven wonders of the Ancient world were created by the Ancient Greeks.
- **Technology:** Many mathematical ideas and inventions were introduced by the Ancient Greeks.
- **Equality:** Women and enslaved people were treated very differently to men by the Ancient Greeks.

## Vocabulary

Civilisations, **ceramics**, excavate, trade, **complex**, export, bronze, import, outnumber, invasion, empire, retreat, revolt, **unified**, **tyrant**, **victorious**, primary sources, secondary sources, **democracy**, **government**, influence, significance, **advancement** BCE/CE, BC/AD, reliability, consequences, causes, change, evidence, social, ethnic, cultural, significant, period

## Teaching Sequence

- Arouse curiosity & raise questions
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- Interpret & record findings
- Respond to key enquiry question

## Learning Questions

Who were the Ancient Greeks?

Can I use primary sources to find out about life in Ancient Greece?

How did democracy work in Ancient Greece?

What happened in the Ancient Olympics?

Who was Archimedes and what did he discover?

What are the most significant ways Ancient Greek ideas influence life today?

## Mastery Key

- Can understand and explain the most significant ways that Ancient Greek ideas influence life today.

## Gateway Key

- ❖ Can understand and explain three ways Ancient Greek ideas influence life today.

## Recommended Reads

