

<p><u>Sequence of learning/Key information</u> Pyramids - looking at different sources Water travel in Egypt -link to trade Religion - look at different Gods and Goddesses Pharaohs - changes within the set time period inc Tutankhamun (What happened to Akhenaten's successor?) Why do we remember Ramesses II? How did Ptolemy II contribute to trade? How did the civilisation of Egypt end?</p>	<p align="center"><u>Title - Big Question</u> YEAR 3 & 4 Ancient Egyptians</p>	<p><u>Historical Skills</u> Chronological:</p> <ul style="list-style-type: none"> Place events from period studied on a timeline Use terms related to the period and begin to date events Understand more complex terms eg BC/AD <p>Knowledge:</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied <p>Interpretation:</p> <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge <p>Enquiry:</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research
<p><u>Significant dates</u></p>	<p><u>Significant People</u> Ramesses II Ptolemy II Tutankhamun Herodotus Hatshepsut Akhentan</p> <p><u>Key Vocabulary</u> Trade Religion Change Contrast Similarities Differences</p>	
	<p><u>Outcome:</u> Children should have a good understanding of what life in Ancient Egypt was like for different members of society. They should show understanding of how different sources provide us with different</p>	

	<p>information and begin to chose which sources are more reliable and why. They should be able to compare the substantive knowledge such as trade to other periods in History taught.</p>	
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