



## Medium-term plan

<b>Year group:</b> 5		<b>Term:</b>	
<b>Topic/unit:</b> The achievements of the earliest civilisations depth study: Ancient Egypt			
<b>Children make progress in</b>		<b>Evidence for knowledge/understanding developed</b>	
<b>Substantive knowledge</b> (what we want children to know and remember)			
<ul style="list-style-type: none"> <li>Will know where/when ancient Egypt existed.</li> <li>Will know many of its achievements and the evidence we have for these.</li> <li>Will understand some characteristics that are said to define civilisations.</li> <li>Will be able to define some elements of life in ancient Egypt.</li> <li>Will be able to define some of the beliefs around death and explain the achievements the rituals show.</li> </ul>		<ul style="list-style-type: none"> <li>Can locate the area where Egypt existed on a map/globe.</li> <li>Can place ancient Egypt on a timeline and may talk about the old and new kingdoms.</li> <li>Knows they have writing/maths/administration/architecture/farming.</li> <li>Knows writing/number/maths/administration are some characteristics of civilisations.</li> <li>Able to discuss and describe jobs, leisure, and housing.</li> <li>Able to explain Egyptian belief about death being the entry to another world and the knowledge that the rituals show.</li> </ul>	
<b>Disciplinary knowledge</b> (use HIAS AREs)			
<ul style="list-style-type: none"> <li><b>Characteristic features</b> Understand that some past civilisations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/civilisation studied and others studied previously.</li> <li><b>Historical enquiry</b> Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilisations studied.</li> <li><b>Chronology</b> Understands that past civilisations overlap with others in different parts of the world, and that their respective durations vary.</li> </ul>		<ul style="list-style-type: none"> <li>Can compare the everyday lives of ancient Egyptians to the lives of those elsewhere at the same time.</li> <li>Uses the terminology Old Kingdom and New Kingdom in discussions.</li> <li>Can explain that many of our sources come from the archaeological finds in these regions and have been interpreted by historians.</li> <li>Can use evidence in their explanations.</li> <li>Can explain that ancient Egypt was over three thousand years and that in Britain it was at the same time as our Stone, Bronze and Iron age and that Roman Empire was common to both.</li> </ul>	
<b>Key question to drive the enquiry to promote children's progress:</b>			
What was so significant about the ancient Egyptians?			

<p><b>Knowledge specific vocabulary</b></p> <ul style="list-style-type: none"> <li>• Architecture.</li> <li>• Bronze Age.</li> <li>• Civilisation.</li> <li>• Class.</li> <li>• Climate.</li> <li>• Empire.</li> <li>• Farming.</li> <li>• Fertile.</li> <li>• Hierarchical society.</li> <li>• Irrigation.</li> <li>• Mathematics.</li> <li>• Plough.</li> <li>• River.</li> <li>• Scribes.</li> <li>• Slavery/slaves.</li> <li>• Trade.</li> <li>• Writing.</li> </ul>	<p><b>Promoting SMSC</b></p> <ul style="list-style-type: none"> <li>• <b>Spiritual:</b> giving children the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for the beliefs of people in the past.</li> <li>• <b>Moral:</b> developing an ability to understand and appreciate the viewpoints of others on how people should live their life and the consequences of these decisions in ancient civilisations.</li> <li>• <b>Social:</b> working and socialising with others in a range of learning opportunities.</li> <li>• <b>Cultural:</b> awareness that civilised societies existed and passed before modern Britain existed. Willingness to participate in and respond positively to artistic, musical, and cultural opportunities.</li> </ul>
<p><b>Resources</b></p> <p>Possible visit/virtual tour of the British Museum's Egyptian collection.</p>	
<p><b>Cross-curricular links</b></p> <p>Geography – location Fertile Valley, importance of rivers for agriculture/ transport/trade etc.</p>	