

Year	4	History	What did the Ancient Egyptians believe?
Pupils should be taught to: <ul style="list-style-type: none"> <li>Identify the ancient civilisations and key periods in ancient Egypt.</li> <li>Describe the physical features of Egypt.</li> <li>Explain the Egyptian creation story.</li> <li>Identify the characteristics of important gods or goddesses.</li> </ul>		<ul style="list-style-type: none"> <li>Explain why the pyramids were built.</li> <li>Identify the stages and challenges of building a pyramid.</li> <li>Explain the links between ancient Egyptian beliefs and mummification.</li> <li>Name sources that can be used to find out about ancient Egyptian beliefs.</li> <li>Explain some Egyptian beliefs about the afterlife.</li> <li>Explain the significance of Howard Carter.</li> </ul>	
Prior Learning		Future Learning	
<ul style="list-style-type: none"> <li>How to interpret a timeline (yr3)</li> <li>What is a civilisation (yr3)</li> <li>Beliefs of the Anglo-Saxons which can be compared to the Egyptians.</li> </ul>		<ul style="list-style-type: none"> <li>Comparing beliefs and civilisations (yr 5)</li> <li>The Ptolemaic period is time was created after Alexander the Great conquered and died (Yr5)</li> <li>Ancient Greek beliefs how does this compare to Egyptians (Yr 5)</li> </ul>	
What Pupils Need To Know Or Do To Be Secure			
Key Substantive Knowledge		Key Disciplinary Skills/ Knowledge	
<ul style="list-style-type: none"> <li>The period from 3100 to 30 BC was split into distinct periods: <b>The Old Kingdom</b>, The First Intermediate period, <b>The Middle Kingdom</b>, The Second Intermediate period, <b>The New Kingdom</b>, The Third Intermediate period, <b>The Late period</b>, <b>Macedonian and Ptolemaic Egypt</b>.</li> <li>The Ancient Egyptians believed in Polytheism (worshipped many Gods).</li> <li>There is more than one version of the creation story.</li> <li>Egypt's physical features had a significant influence on the emergence of the ancient Egyptian civilisation. The River Nile, which flows through Egypt splitting it into the Western and Eastern Deserts, provided ancient Egypt with water and transport for trade. Additionally, the regular flooding ensured plentiful fertile land around the delta, ideal for agricultural use.</li> <li>The Egyptians built pyramids to act as tombs and monuments for the pharaohs.</li> <li>Archaeologists believe the ancient Egyptians constructed the pyramids by: Employing enslaved people as labourers (it took 20,000 people up to 20 years to build a pyramid), Quarrying stones local to the pyramid site and using sledges to transport them, Levelling the ground and using rocks as a base, using a sloping embankment of brick, earth and sand to create the pyramid shape, hauling stone blocks up by ramps, levers and pulleys.</li> <li>Using the stars to align the pyramids from north to south.</li> <li>The mummification process -</li> <li>The book includes spells written to protect and help the dead travel to the afterlife and poems to Ra, the sun god.</li> <li>Important Egyptian figures had the texts scribed for them on papyrus to be buried with them.</li> <li>As there were many authors, there are many discrepancies, including whether they weighed the heart during mummification; whether they worshipped Osiris and the challenges encountered on the journey to the afterlife.</li> <li>The Book of the dead is a primary source and can be used alongside inference skills to draw conclusions about what the Egyptians believed.</li> <li>Howard Carter discovered the tomb of Tutankhamen in 1922.</li> </ul>		Change and continuity Similarities and differences Cause and consequence Historical significance Sources of evidence Historical interpretations Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, Analysing and making connections Evaluating and drawing conclusions Communicating findings	

Lesson Sequence	Curriculum Drivers	Common Misconceptions
<ol style="list-style-type: none"> <li>1. Who were the Egyptians and when did they live?</li> <li>2. Who did the Egyptians worship?</li> <li>3. Where, why and how did the Egyptians build the pyramids?</li> <li>4. How and why did the Egyptians mummify people?</li> <li>5. What does the Book of the Dead tell us about ancient Egyptian beliefs?</li> <li>6. Who was Howard Carter?</li> <li>7. Assessment - What did the ancient Egyptians believe?</li> </ol>	<p><b>Oracy-</b> Children can explore and use historical vocabulary which is linked to their unit of learning. Children will use their oral skills to enquiry, investigate and explore the unit and the choice they make using sources of evidence.</p> <p><b>Diversity</b> - Children will understand how people throughout History have lived and how culture and society has changed over time.</p> <p><b>Social Intelligence:</b> Children will have the opportunity to work in groups throughout this unit.</p>	<ul style="list-style-type: none"> <li>• That the Ancient Egyptians are a standalone time in History – the Ancient Egyptians has connections and trade routes with the Romans and Greeks.</li> <li>• Children need to understand that primary sources do not necessarily tell the truth. Children will often think that, because a source comes from the time, it is reliable. It is essential to evaluate the reliability of primary sources by considering the purpose and audience of the source, its historical accuracy, and who created it. Portraits were produced by painters who were commissioned by the Tudor monarchs and, as such, projected</li> </ul>

## Key vocab

Book of the dead	civilisation	Historically significant	immortal	mummification	preserve	pyramid	Ra
River Nile	sarcophagus	Howard Carter					