

Key Skills Historical Areas of study: Y6/ GD	Key enquiry questions
<p><u>Finding Out About the Past</u> <u>(Enquiry)</u></p> <ul style="list-style-type: none"> • Select, combine and present information from more than one source. • Make a reasoned judgement about the validity of the different representations of the past. • Recognise some of the strengths and limitations in terms of archaeological evidence. • Talk about why some written sources may give a negative view or account. • Use sound evidence to support enquiry and conclusions. • Use appropriate terminology and methods to present information about the past. • Pursue historically valid enquiries including some they have framed themselves. • Create relevant, structured and evidently support accounts. • Identify how and why contrasting arguments and interpretations of the past have been constructed. 	<p>To use primary and secondary sources to ensure that we have a firm foundation of knowledge.</p> <p>To understand that different sources of evidence will have discrepancies; and to make our own judgement based on where the evidence has been sourced from and how reliable they are.</p> <p>To understand that some sources have a bias towards one particular view depending on the purpose of the evidence – propaganda/ official documents etc</p>
<p><u>Finding Out About the Past</u> <u>(Chronology)</u></p> <ul style="list-style-type: none"> • Compare and contrast features of historical periods identifying similarities and differences. • Describe and analyse the impact of change within and between periods in the past. • Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods. • Extend and deepen chronological knowledge and understanding of British and world history. • Analyse and evaluate the cause and effect of changes that took place in the past. 	<p>When was the Ancient Egyptian period?</p> <p>What is the name of each period during the Ancient Egyptian era?</p> <p>What was happening during the same period in other places in the world?</p> <p>How are the Ancient Egyptians and the Ancient Greeks similar?(Use previous knowledge)</p> <p>How are the Ancient Egyptians and the Ancient Greeks different?</p> <p>What impact did invaders have on the Ancient civilisations, especially in the later stages of the period?</p> <p>Can you order the famous pharaohs into the time periods in which they ruled?</p> <p>Were people treated fairly in the Ancient Egyptians times?</p> <p>Who do we feel compassion for in the Ancient Egyptian times and why?</p>

<ul style="list-style-type: none"> Describe the ways in which different types of historical sources are used rigorously to make historical claims. 	
<p>Historical Events</p> <ul style="list-style-type: none"> Describe features of past events and make links between them. Interpret and evaluate a key historical event from more than one perspective or view point. Support evaluations with a range of evidence from a range of sources Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. Understand and explain the reasons for, and results of, key historical events. Support evaluations with a range of effective evidence from a range of appropriate sources. 	<p>What significant events took place during this period?</p> <p>How did the Ancient Egyptian period end? King Tutankhamun – and his 18th dynasty Cleopatra’s reign</p>
<p>Lifestyles of People in the Past</p> <ul style="list-style-type: none"> Describe and make links between a range of past societies. Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Ancient Egyptians, Native Americans, etc. Describe and give reasons for the beliefs held by different societies in the past. Compare and contrast the distinctive features of past societies. 	<p>What are the similarities and differences to life in Ancient Egypt to present time? Compare and contrast how Egypt is now to how Egypt was in the Ancient Egyptian times? What was the Egyptian order in their society? How did the Egyptian people live? -Clothes/Jewellery - Song and dance -Games - Food and drink -Hunting and fishing - Buying and selling How important was the River Nile to the Ancient Egyptians? What were the lifestyles of the Egyptian people like? Why were the pyramids built? What was the Valley of the Kings and why was it important? Who were the main Egyptian gods? Why were the gods important to the Egyptian people? What did the Egyptians think happened when you died? How does this link to the Egyptian Gods and the afterlife? What is the weighing of the heart?</p>

	<p>Why did the Egyptians mummify their dead? What is the process of mummification? What else did the put inside of the tombs and sarcophagus?</p>
<p><u>Significant Historical People</u></p> <ul style="list-style-type: none"> • Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period. • Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods • Describe a significant society or issue in world history and its interconnections with other world developments. • Use appropriate evidence sources to identify how people’s lives have been shaped by people and events. 	<p>Who do we admire in the Ancient Egyptians for showing courage? Who were the significant historical figures of the time during the Ancient Egyptian period? What evidence is there to show that these people were courageous in their acts? Who was Tutankhamun? What happened to King Tutankhamun? How was King Tutankhamun different to other pharaohs? Where was his tomb discovered? Who discovered his tomb? In what year was he discovered? Why was it such a significant discovery? How have views changed over time from Carter’s discovery to present day? Why have views changed? Who is Cleopatra?</p>
<p>Mantle of the Expert A team of archaeologists have discovered a tomb in the Valley of the Kings and they are about to open it up to discover what artefacts are hidden inside. They are joining Howard Carter and Lord Carnarvon at the time that they discovered King Tutankhamun. Commission : To document the findings inside of the tomb ready for a museum exhibition. Client : Cairo and British Museum Responsible Team : Ancient Egyptian Archaeologist</p>	
<p>Key Vocabulary : Ancient Egyptians, The River Nile, Pyramids, Sphinx, Scarab Beetles, Pharaohs, Slaves, Tombs, Temples, Hieroglyphics, Sarcophagus, Shabti, Papyrus, Cartouche, Ankh, Amulet, Dynasty, Canopic Jars, Khol, Natron, Wadjet Eye, Tutankhamun</p>	

The Ancient Egyptians:

Who were the Egyptians?



Egypt is a country in Africa. People have lived in that region for thousands and thousands of years - we call them the Ancient Egyptians. They settled around the Nile River, and built pyramids that you can still see there today.

The Ancient Egyptians helped us learn a lot about maths, medicine and farming. They also made their own paper out of reeds called papyrus and wrote using pictures called hieroglyphics.

The Egyptians settled in northeast Africa, and that's where the country of Egypt is today. They lived in a very dry area, but they got water from the Nile River (the longest river in the world!) so they could grow crops. Their farming techniques included using machines like the sakia and the shaduf - these are still used in Egypt today.

The Egyptians created paper using reeds, called papyrus. They wrote using pictures called hieroglyphics that stood for different words. Only certain people studied how to write, and they worked as scribes. Their scribes were ranked in the middle of the order of social groups in Egypt - the pharaoh (king) was at the very top of this list, and slaves were at the bottom. They built pyramids to bury their pharaohs.

Life in Ancient Egypt

The Egyptians were very good at maths - they had to be, to work out how to build pyramids so perfectly! Both men and women wore make-up. The wealthier people were, the more make-up they'd wear. Make-up wasn't always worn to dress up. Some make-up had practical uses as well, like black kohl used around the eyes. It shielded eyes from the sun, and it was also a kind of disinfectant that protected against eye diseases. They also had a huge amount of respect for cats, and for a type of dog called a jackal. They also thought scarab beetles were very important; they represented rebirth and life after death.

The Egyptians made a lot of discoveries about medicine. We know this from reading what they wrote on papyrus, discovered later by archaeologists. They understood about heartbeats and listening for a healthy pulse and knew how the body and organs worked because of the process of making mummies. They also learned about the ways that different plants healed different illnesses and injuries, such as aloe vera being good for healing burns.

Egyptian gods

Some gods and goddesses took part in creation, some brought the flood every year, some offered protection, and some took care of people after they died. Others were either local gods who represented towns, or minor gods who represented plants or animals.

The ancient Egyptians believed that it was important to recognise and worship these gods and goddesses so that life continued smoothly.

