

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: History

YEAR: B

TERM: Summer 1

YEAR GROUPS: 3/4

KEY QUESTION: What was life like in Ancient Egypt?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Different civilisations exist throughout history.
- Invasions cause a change in ruler and power e.g. Roman invasion in Britain.
- People around the world lived in different ways depending on resources and chose settlements based on their needs.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Identify that Ancient Egypt is in the past and that archaeologists help us learn about ancient civilisations. **KQ1**
- Identify the uses of the River Nile in Ancient Egypt. **KQ2**
- Identify some beliefs of the Ancient Egyptians. **KQ3**
- Recognise that life for a wealthy and poor Ancient Egyptian were different and start to explain why. **KQ4**
- Recognise that Ancient Egypt ended due to invasion. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Describe what Ancient Egypt was and that we have learnt about it from archaeological discoveries. **KQ1**
- Describe how Ancient Egypt used the River Nile for trade, farming, housing, building and defence. **KQ2**
- Explain the faiths and beliefs of Ancient Egypt, including why they built pyramids, mummification and rituals. **KQ3**
- Use historical research to collect information about life for a wealthy and poor Ancient Egyptian and make comparisons. **KQ4**
- Explain how invasion caused the downfall of this ancient civilisation. **KQ5**
- Develop a timeline to show the key events that occurred. **ALL**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Explain the importance of archaeologists when learning about the past. **KQ1**
- Explain why Ancient Egyptians built settlements by the River Nile. **KQ2**
- Explain the similarities and differences between Ancient Egyptian beliefs and ours. **KQ3**
- Explain why there were differences in the life of a wealthy and poor Ancient Egyptian. **KQ4**
- Explain that invasion causes a change of leadership and power which leads to the changed throughout history. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Creating a timeline of key events during Ancient Egypt.
- Conducting research and interpreting and analysing reliability of sources in order to learn about an ancient civilisation.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Research using a variety of sources including pictures, internet, books and 'artefacts'.
- Explore the past through a range of activities such as maps, pictures, 'quotes' and archaeological discoveries.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- English – newspaper article from Egypt and diary entry as an Egyptian.
- Computing – research/use of search engines.
- RE – understanding the nature of 'god'

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Use a variety of different sources to gather information.
Works hard	Respond to pink marking in order to further understanding.
Concentrates	Complete tasks within the given time frame.
Self-motivates	Ask questions to extend knowledge and understanding.
Imagines	Retell events from the point of view of someone else.
Improves	Make additions or corrections based on feedback.
Understands others	Work as part of a group to find out about events or question various sources.
Doesn't give up	Persevere with challenges that are set.