**St Mary’s C of E Primary School, Writhlington**

*‘Inspiring Learning Together’*

**Scheme of Work + Knowledge Organiser**

**Wider Curriculum**: Mummifying a tomato

**Knowledge outcomes:**

**...all children should be able to:**

• Understand what was important to people during ancient Egyptian times.

• Compare the powers of different Egyptian gods.

• Find Egypt on a map.

• Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select

information that is useful in understanding the use of hieroglyphs as a form of communication and recording.

**...most children will be able to:**

• Know where and when the Egyptians lived through looking at maps and artefacts.

• Select information about mummification and Egyptian gods carefully when learning about

these areas.

**...some children will be able to:**

• Address and sometimes devise historically valid questions about change, cause,

similarity by learning about the daily lives of many ancient Egyptian people.

• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

• Understand how evidence can give us different answers about the discovery of

Tutankhamun's tomb, noting connections, contrasts and trends over time.

• Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.

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**Key Vocabulary:**

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| **Spelling** | **Definition/Sentence** |
| Sarcophagus | A sarcophagus is a stone container for a coffin or body. |
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| Pyramid | A large structure built especially in ancient Egypt that usually has a square base and four triangular sides meeting at a point and that contains tombs |
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| M*ummification* | The Ancient Egyptian process of preserving a dead body so that it can live on in the afterlife. |
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| The Rosetta Stone | A large stone, created in 196 BC, that has been one of the keys to unlocking the secrets of Ancient Egyptian writing. |
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**The Learning Journey:**

**1. Who Were the Ancient Egyptians?**

Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.

• I can find out about ancient Egyptian life by looking at artefacts.

**2. What Was Life Like in Ancient Egypt?**

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.

• I can understand what was important to people during ancient Egyptian times.

**3. Mummies**

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians.

• I can understand and explain the ancient Egyptian ritual of mummification.

**4. Tutankhamun**

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.

• I can understand how evidence can give us different answers about the past.

**5. Write Like an Egyptian**

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.

• I can compare and contrast the Egyptian writing with my own.

**6. Egyptian Gods**

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.

• I can compare and contrast the powers of different Egyptian gods.

The Ancient Egyptians