| Big question: What were some of the significant achievements of the Ancient Egyptians? | | | | | | |
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|  | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| Question: | Why were the people able to prosper in the desert land of Ancient Egypt? | Why do we know so much about the Ancient Egyptians and their achievements? | How did different groups contribute to the achievements of Ancient Egyptian society? | Are you surprised by Ancient Egyptian religion? | What can we learn about the Ancient Egyptians from the Great Pyramid? | What are the biggest achievements of the Egyptians? |
| Knowledge LO: | To identify reasons why the Ancient Egyptians are considered a successful civilisation. | To gain an insight into Egyptian society by looking at various artefacts | To understand how different groups of people contributed to Ancient Egyptian achievements | To understand Ancient Egyptians beliefs about the afterlife. | To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids. | To be able to identify some of the most important achievements of the Ancient Egyptians. |
| Skills LO: | To use dates and terms to describe events. | To select suitable sources of evidence to deduce information about the past. | To use evidence to ask questions and find answers. | To describe the religious diversity of a past society. | To ask questions about an artefact to gain an insight into the past. | To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. |
| Pillar focus: | To develop an understanding of chronology and concept of time. | Develop the use of sources. | Develop the use of sources. | Develop the pupils as historical enquirers | Develop the use of sources. | Develop the use of sources. |
| Concept: |  | Evidence and Interpretation | Evidence and Interpretation |  | Evidence and Interpretation | Evidence and Interpretation |
| Assessment: | **All:**  With support, children can place historical periods in chronological order.  **Most:**  With increasing confidence, children can place historical periods in chronological order.  **Some:**  Children can place historical periods in chronological order. | **All:**  With support, children understand how knowledge from the past is constructed from a range of sources.  **Most:**  With increasing confidence, children understand how knowledge from the past is constructed from a range of sources.  **Some:**  Children understand how knowledge from the past is constructed from a range of sources. | **All:**  With support, children can use a primary source to form a conclusion  **Most:**  With increasing confidence, children can use a primary source to form a conclusion  **Some:**  Children can use a primary source to form a conclusion | **All:**  With support, children construct informed responses by selecting and organising relevant historical information.  **Most:**  With increasing confidence, children construct informed responses by selecting and organising relevant historical information.  **Some:**  Children construct informed responses by selecting and organising relevant historical information. | **All:**  With support, children can use a primary source to form a conclusion  **Most:**  With increasing confidence, children can use a primary source to form a conclusion  **Some:**  Children can use a primary source to form a conclusion | **All:**  With support, children understand how knowledge from the past is constructed from a range of sources.  **Most:**  With increasing confidence, children understand how knowledge from the past is constructed from a range of sources.  **Some:**  Children understand how knowledge from the past is constructed from a range of sources. |