

History Medium Term Summer 1 Year 4

Unit Ancient Egypt

Substantive concept: beliefs

Disciplinary concept: sources and evidence

Enquiry Question: What does Tutankhamun's tomb reveal about Ancient Egyptian beliefs?

| Prior Learning Knowledge | Prior Learning Skills | Prior Knowledge Vocabulary | Reading Links | |
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| <p>Year 3- Ancient Britain, Romans (where do the civilisations studied fit in a chronological framework) Year 4- ancient civilisations, Anglo Saxons</p> | <ul style="list-style-type: none"> Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. | <p>location, irrigation, achievements, declined, existed, civilisation, ancient, BC, AD, CE, BCE, archaeologist,</p> | <p>KS2 History: Ancient Egypt. King Tutankhamun - BBC Teach The Sacred Scarab by Gill Harvey Ancient Egypt Gods & Warriors 4: The Crocodile Tomb By Michelle Paver</p> | |
| Year 4 Essential knowledge end point (substantive) | Year 4 Disciplinary Knowledge: (Working, Talking, Writing like a Historian) | Equality Diversity & Justice | Vocabulary | Writing opportunities |
| <p>Who Howard Carter was An Ancient Egyptian Pharaoh's tomb was discovered in The Valley of the Kings in 1922 Ancient Egyptian beliefs: they were polytheists Afterlife: Egyptians believed people lived on after death in another world. Protection: Objects such as amulets, the gold mask, and spells were meant to keep the king safe. Preservation: Canopic jars held organs for the next life, mummification Daily life in the afterlife: Items like chariots, food, jewellery, clothing, and shabti servants were to help him live comfortably forever.</p> | <ul style="list-style-type: none"> Produce own accounts that make some connections and describe some contrasts Discuss some of the connections between local, regional, national and international history Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence, e.g., period photographs. | <p>Book an Ancient Egypt workshop from the Heritage Outreach Team</p> | <p>mummification, pyramid, sarcophagus, afterlife, book of the dead, polytheist, Tutankhamen, pharaoh, tomb</p> | <p>Generating questions Short paragraph on what artefacts reveals about Howard Carter</p> |

Substantive concept: beliefs

Disciplinary concept: sources and evidence

Enquiry Question: What does Tutankhamun's tomb reveal about Ancient Egyptian beliefs?

| Learning objective | Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian) | Activities |
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| Lesson 1- Who was this man and why might he have been significant? (Enquiry) | Essential knowledge end point (substantive): Who Howard Carter was An Ancient Egyptian Pharaoh's tomb was discovered in The Valley of the Kings in 1922 Disciplinary Knowledge: (Working, Talking, Writing like a Historian): <ul style="list-style-type: none">• Produce own accounts that make some connections and describe some contrasts• Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'• Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'• Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.• Address and devise historically valid questions (about significance)• Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence, e.g., period photographs. | Recap from previous learning: what does it mean to be significant? (There is no one definition.) Possible reasons for a person being significant. If s/he: • changed events at the time they lived. • improved lots of people's lives– or made them worse. • changed people's ideas. • had a long-lasting impact on their country or the world. • had been a really good or a very bad example to other people of how to live or behave. Ask: Who is significant in our own lives? • WHY are these people significant? • Class discussion of the similarities - and differences in the significant individuals chosen by the class. Conduct an enquiry firstly using just a photograph of Howard Carter. Then look at a range of sources such as the steps leading down to the tomb, a newspaper extract from 1922, diary entry from Howard Carter, etc. Use book talk prompts to develop discussion, artefact mats and words such as: hypothesis, maybe, probably, certain, not sure, possibly etc to help children make hypotheses from what they infer. (Some examples of how the lesson might look in resources including strategies for adaptive teaching). Encourage children to also think about the following questions: <ul style="list-style-type: none">• What does this source show?• What might this tell us about Howard Carter or his discovery?• Can this source tell us everything? Why/why not? Ask children to write what they see around the picture in books and then develop on this by using the book talk prompts and adult questioning. Reveal some information about who it is, where it is and that they found a tomb to introduce the overarching enquiry question. Children could finish with a short paragraph explaining what they have found out and what this tells them (example of child's work in resources). They could also write some of their own questions they may have. Watch: KS2 History: Ancient Egypt. King Tutankhamun - BBC Teach There is also a PowerPoint in folder you might want to select parts from to tell the full story of the discovery. |
| Lesson 2- What did the Ancient Egyptians believe? (may need to do over 2 hours to allow deeper exploration) | Essential knowledge end point (substantive): Ancient Egyptian beliefs: they were polytheists Afterlife: Egyptians believed people lived on after death in another world. Protection: Objects such as amulets, the gold mask, and spells were meant to keep the king safe. Preservation: Canopic jars held organs for the next life, mummification Daily life in the afterlife: Items like chariots, food, jewellery, clothing, and shabti servants were to help him live comfortably forever. | Ancient Egyptians were polytheists: Ancient Egyptian polytheism was a complex belief system centred around the worship of numerous deities, each governing different aspects of life and nature, deeply intertwined with the culture and daily life of Ancient Egyptians. I've started to save some resources you may want to use- feel free to adapt. You will need to collect more for each of the stations. Set up a carousel of exploration tables: 1) Religion: information on the different Gods/goddesses they believed in and definition of polytheism, the fact that they believed in the afterlife, you might want to have an ipad for children to explore these sites: What did the ancient Egyptians believe in? - BBC Bitesize or KS2 History: Ancient |

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| | <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</p> <ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’ • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. | <p>Egypt. Gods and goddesses - BBC Teach 2) Preservation: the process of mummification and explanations, instructions on how/why this was done (as practical as possible) including canopic jars and weighing of the heart, 3) Protection: The gold masks, spells, scarab beetles, cats, amulets they believed would protect them 4) Daily life in the afterlife: explanations and objects that they believed would help them in the afterlife e.g. chariots, food, jewellery, clothing, shabti servants, amulets.</p> <p>Include sources such as: wall paintings, papyrus texts, Book of the Dead scenes. Try to have a selection of short texts at each station.</p> <p>Children could create a group mind map at each station e.g. Protection- amulets left on the body to protect them in afterlife, spells written in hieroglyphics to protect them in the tomb etc. Children could add diagrams or drawings to help them remember the information. These could then be collated with other groups and displayed on WW and in floor book (will be handy when answering the enquiry question in lesson 5)</p> |
| <p>Lesson 3- Whose tomb was excavated and what was found in it? (Artefact session)</p> | <p>Essential knowledge end point (substantive): What was found in the tomb It was the tomb of a Pharaoh called Tutankhamun</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</p> <ul style="list-style-type: none"> • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. • Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’ • Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about..?’ | <p>Walk through King Tutankhamun’s tomb in the Valley of the Kings CNN</p> <p>Starter Activity: “What could this be for?” mystery bag / images Place 4–5 object images on the board (or real replicas if available):</p> <ul style="list-style-type: none"> • Canopic jars • Scarab amulet • Gold mask • Chariot • Food containers • Shabti (helper figurines) <p>Discussion Questions:</p> <ul style="list-style-type: none"> • <i>What do you think this object is?</i> • <i>Why might it have been placed in a tomb?</i> • <i>What might this show about Ancient Egyptian beliefs?</i> <p>Explain that all these objects were found in Tutankhamun’s tomb, discovered by Howard Carter in 1922.</p> <p>Source Investigation Set up 6 stations around the room, each with an image or replica of an artefact and a short description.</p> <p>Stations</p> <ol style="list-style-type: none"> 1. The Gold Mask 2. Canopic Jars 3. Shabti Figurines 4. Jewellery and amulets 5. Chariot and weapons 6. Food, oils, and everyday items <p>Use artefact mat question prompts. Could be recorded using an enquiry mat at each station?</p> <p>Example thinking prompts:</p> <ul style="list-style-type: none"> • <i>The gold mask might show that the king was powerful and needed protection.</i> • <i>Shabti figures might show they believed the dead needed servants in the afterlife.</i> |

Lesson 4- A timeline of Tutankhamun’s life and the discovery of his tomb (chronology)

Essential knowledge end point (substantive):
A chronology of Tutankhamun’s life, death and the discovery of his tomb

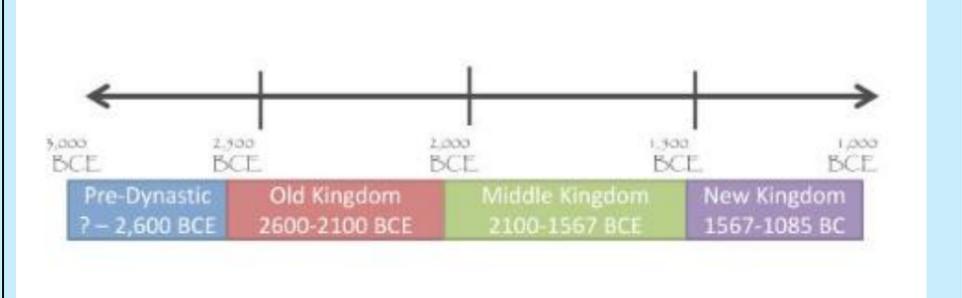
Teacher circulates, prompting deeper thinking.
Deeper learning challenge:
Which object do you think was the most important? Why?
Encourage justification using evidence.

Lesson 4- A timeline of Tutankhamun’s life and the discovery of his tomb (chronology)

Disciplinary Knowledge: (Working, Talking, Writing like a Historian):

- Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.
- Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.

First look at our civilisation timeline and find when this all happened on there- what else was going on in the world at the time? Explain that the Ancient Egyptian period was split into Kingdoms: Old, Middle and New Kingdoms. Briefly discuss when these were and work out with the children which kingdom Tutankhamun was around in (New).



Use pictures and descriptions of the key events in Tutankhamun’s life and the discovery of his tomb with approximate dates and ask children to sequence. You could use role play and take photographs of the children to construct a timeline? E.g. someone holding a baby to show when he was born, a boy receiving a crown, a marriage, Tutankhamun dead, Tutankhamun mummified and in tomb, Howard Carter and his team digging, etc. (see brief breakdown of key events below and in resources)

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| 1341 BC (Approx) | Tutankhamun is born. |
| 1332 BC | Tutankhamun becomes pharaoh of Egypt at the age of nine or ten. |
| 1331 BC | Tutankhamun marries Ankhesenamun, his half-sister. |
| 1323 BC | Tutankhamun dies at the approximate age of 18-19. |
| 1323 BC | Tutankhamun is buried in his tomb in the Valley of the Kings. |
| 1922 AD | Tutankhamun’s tomb is discovered by Howard Carter and Lord Carnarvon. |
| 1968 AD | X-rays suggest that Tutankhamun died from an infection following a broken leg. |
| 2010 AD | DNA tests and further CT scans suggest that Tutankhamun might have died from complications related to malaria and a broken leg. |
| 2022 AD | A major new exhibition, “King Tut: Treasures of the Golden Pharaoh”, tours several major cities around the world. |

Lesson 5- What does Tutankhamun’s tomb reveal about Ancient Egyptian beliefs? (communicating findings)

Essential knowledge end point (substantive):
Who Howard Carter was
An Ancient Egyptian Pharaoh’s tomb was discovered in The Valley of the Kings in 1922
Ancient Egyptian beliefs: they were polytheists
Afterlife: Egyptians believed people lived on after death in another world.
Protection: Objects such as **amulets, the gold mask, and spells** were meant to keep the king safe.
Preservation: **Canopic jars** held organs for the next life, mummification
Daily life in the afterlife: Items like **chariots, food, jewellery, clothing, and shabti servants** were to help him live comfortably

“What do the objects found in Tutankhamun’s tomb tell us about Ancient Egyptian beliefs?”
Children could work in groups to create a mini exhibition of the artefacts found in Tutankhamun’s tomb (groups could choose 1 artefact per person (cohort dependent) to focus on, more for children working at GD?). They could recreate the artefact (make a replica) or use/create a picture. Each artefact must have an exhibition card which tells the visitor what the object is, why it was placed in the tomb and what it suggests about Ancient Egyptian beliefs. Once finished, parents or other classes could be invited in to view the exhibition?
Sentence starters:

- “This object tells us that Egyptians believed...”
- “The shabti figures show...”
- “This suggests they thought the afterlife was...”

Disciplinary Knowledge: (Working, Talking, Writing like a Historian):

- Produce own accounts that make some connections and describe some contrasts
- Discuss some of the connections between local, regional, national and international history
- Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.

- “The gold mask was important because...”

Prompts:

What is it?

What belief does it link to? (afterlife, protection, kingship, gods, journey to next world)

What does this tell us about Ancient Egyptian society and religion?

Deeper learning: Introduction to the exhibition cards- children could write where, when and by who the objects were found giving more in depth detail of the discovery.