

Journey Down the River Nile

LKS2

Cycle B

Autumn

History – Egypt

Overview

Skills

Year 3

Chronology

Place events and people on a timeline using key dates and terms.
Use dates in communicating my knowledge.

Interpreting Evidence

Use a wide range of evidence including primary and secondary sources.
Understand the role of archaeology in finding out about the past.

Similarity and Difference

Compare different aspects of everyday life over different periods studied.

Continuity and Change

Identify a change in the period studied.
Identify what stayed the same within the period studied.

Year 4

Chronology

Create a timeline showing change and continuity over a period studied.
Use dates and terms.

Interpreting Evidence

Understand and compare the reliability of a range of evidence.
Select evidence to answer a question.
Understand the reasons for different interpretations of evidence.

Continuity and Change

Describe a change and a continuity in the period studied.

Knowledge

The children will learn where the Egyptians settled. They will understand that they lived in a very dry area, but they got water from the Nile River – they will learn about the significance of this river as a source of water and for farming. Children will learn about Tutankhamen and the role of archaeology in discovering his tomb by Howard Carter.

The children will understand the significance of Ancient Egyptians religion and that there were many gods that were worshiped.

Children will explore the building of pyramids and the significance of them in terms of religious practices.

- When Ancient Egypt was
- The importance of the Nile in sustaining life, influencing religion, culture etc...
- Structure of power -the Kings
- Tutankhamun and the role of archaeology in discovering his tomb- impact on the world – started a new culture in collecting artefacts and Egyptology
- The importance of religion in Egyptian society
- Learn aspects of Egyptian life – follow children’s interests

Legacy of the Egyptians:

- Compare to Stone Age and other civilizations from same time period.

Yorkshire		
LKS2	Cycle B	Spring

History – Yorkshire

Overview	Skills
<p>The children will learn about the life of a significant family in Pocklington, Yorkshire – the Stewart family. The History of Burnby Hall Gardens – Burnbyhall Gardens and Museum</p> <p>The children will visit Burnby Hall where the family once resided. They will find out more about the family’s journeys around the world by handling artefacts. The children will create a timeline and add the family to this – link this to transport (provide key dates and transport). The children will understand this family travelled and they will learn how.</p>	Year 3
	<p>Chronology Place events and people on a timeline using key dates and terms.</p> <p>Interpreting Evidence Use a wide range of evidence including primary and secondary sources.</p> <p>Continuity and Change Identify a change in the period studied. Identify what stayed the same within the period studied.</p>
	Year 4
	<p>Chronology Create a timeline showing change and continuity over a period studied.</p> <p>Interpreting Evidence Select evidence to answer a question.</p> <p>Continuity and Change Describe a change and a continuity in the period studied.</p>

Knowledge

- Who were the Stewart family?
- Why were this family important in Pocklington?
- Recall where the family visited as part of their world tours
- Understand that artefacts can teach us things about the past
- Understand the context in which the family were living in terms of transportation around the globe.

Stig of The Dump		
LKS2	Cycle B	Summer
History- Stig of the Dump		
Overview	Skills	
<p>In this unit, the children will learn what is meant by the term 'pre-history' and be able to explain that the Stoneage was many thousands of years before Christ was born. They will study life in the stone age using Cresswell Craggs as a focus (visits available) and be able to explain that Stoneage people were nomadic, hunter gatherers. They will be able to explain the way that Stoneage people formed and used stone tools and describe their way of life, including the use of cave art as a source of evidence. Scara Brae can be studied as a contrasting stone age settlement. They will also be able to explain how archaeology has helped us know more about life in the Stoneage by studying Otzi, the prehistoric man who's remains together with many objects he carried with him, were found in the Alps.</p> <p>Children will be able to explain that around 800BC, people learnt how to make iron tools which allowed them to farm and grow crops; they began to settle in one place in simple round house dwellings. They will know that people lived in clans that belonged to tribes led by warrior kings. Many people lived in hill forts to protect themselves. Maiden Castle in Kent can be studies as an example.</p>	Year 3	
	<p>Chronology Place events and people on a timeline using key dates and terms. Use dates in communicating my knowledge.</p> <p>Interpreting Evidence Use a wide range of evidence including primary and secondary sources. Understand the role of archaeology in finding out about the past.</p> <p>Similarity and Difference Compare different aspects of everyday life over different periods studied.</p> <p>Continuity and Change Identify a change in the period studied. Identify what stayed the same within the period studied.</p>	
	Year 4	
	<p>Chronology Create a timeline showing change and continuity over a period studied. Use dates and terms.</p> <p>Interpreting Evidence Understand and compare the reliability of a range of evidence. Select evidence to answer a question. Understand the reasons for different interpretations of evidence.</p> <p>Continuity and Change Describe a change and a continuity in the period studied.</p>	
Knowledge		

- The meaning of prehistory
- Importance of archaeology -e.g. discovery of Otzi the prehistoric man
- Hunter gatherers
- Change from hunter-gatherers to farmers
- Development of homes and communities
- Belief systems in place – burials and ceremony - Stonehenge
- Discovery of metal – led to developments in technology.
- Link to local history if appropriate e.g. Pocklington Iron age site
- Learn other aspects of life –follow the children’s interests