

Year 4 Scheme of Learning: History

History in the Classroom:

History Working Walls	
Learning Objective	Enabling Effective Learning Environments
Declarative Knowledge	<ul style="list-style-type: none">• Linked to history unit being taught• Use of children's work• Use of pupil voice• Use of text and images• Use of history skills and icons
Procedural Knowledge	<ul style="list-style-type: none">• Chronology• Interpretation• Similarities and differences• Source Enquiry• Significance• Cause and Consequence
Key Vocabulary	Linked to history unit being taught
Cross curricular links	Use of maps

Year 4- Maya Civilisation

NC Objectives: Pupils will learn about:

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Lesson 1	
Learning Objective	To explore where and when the remains of the Maya civilisation were discovered.
Declarative Knowledge	<ul style="list-style-type: none">• To know American explorer and travel writer John Lloyd Stephens and British artist Frederick Catherwood re-ignited interest in the ancient Maya civilisation from 1839 onwards.• To know the Maya city of Copan was the first to be explored.• To know where Copan is.• To know Mesoamerica is a thin strip region of North America that joins North America to South America.• To know Honduras, Belize, Mexico, Guatemala, El Salvador and Costa Rica is known as Mesoamerica.• To know the both men used camera lucia and lithography to draw detailed drawings.• To know the both men explored and drew scenes from other cities including Chichen Itza, Palanque, Uxmal and Tulum.• To know that exploration of the Maya continues today.• To know two more cities were re-discovered in 2014.
Procedural Knowledge	Source Enquiry
Key Vocabulary	Civilisation, camera lucida, lithography, guise, primary and secondary source

Lesson 2	
Learning Objective	To find out about how the Maya civilisation developed over time.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that the Maya civilisation flourished for three thousand years before suddenly disappearing. <p>The Preclassic period (1800 BC to 250 AD)</p> <ul style="list-style-type: none"> • During Preclassic period the Maya emerged as a distinct and unique group in Mesoamerica. • Between 2000 BC and 300 AD we see city states begin to emerge under the rule of divine kings and queens. <p>800 BC</p> <ul style="list-style-type: none"> • Village farming and trade becomes established throughout the Maya Region. <p>700 BC</p> <ul style="list-style-type: none"> • Mayan writing is developed in Mesoamerica <p>400 BC</p> <ul style="list-style-type: none"> • Earliest solar calendars are carved in stone. <p>Classic Period (250 - 1000 AD)</p> <ul style="list-style-type: none"> • It is during this period that the Maya nobility became much more organised. We see elegantly feathered Ajaws, ruling over huge and royal courts. <p>AD 450</p> <ul style="list-style-type: none"> • The city-states of Tikal dominated the tropical lowland of the region. <p>AD 683</p> <ul style="list-style-type: none"> • Pakal the Great of Planque died and buried in the Temple of Inscriptions. <p>Post Classic Maya (1000 AD onwards)</p> <ul style="list-style-type: none"> • The city of Chichen Itza became a major power. It had a powerful economy and strong military. It expanded rapidly. Most historians believe that Chichen Itza was the biggest city state in Maya history. • In this period Maya people moved away from the religion and the divine rule of kings. • Maya people abandoned the southern lowlands and settled in to the northern Yucatan. They gradually built new cities. They focused on economic growth and prosperity. • Although first contact with Europeans made in 1502, the Spanish began their conquest of the Maya in 1527. It took them 170 years to finish their process. Each Mayan city state had to be conquered separately as there was no central Mayan government. <p>AD 800</p> <ul style="list-style-type: none"> • Sites in the rain forests and tropical lowlands abandoned whilst northern lowland sites flourished.
Procedural Knowledge	Chronology
Key Vocabulary	Civilisation, lowlands, highlands, Ajaw

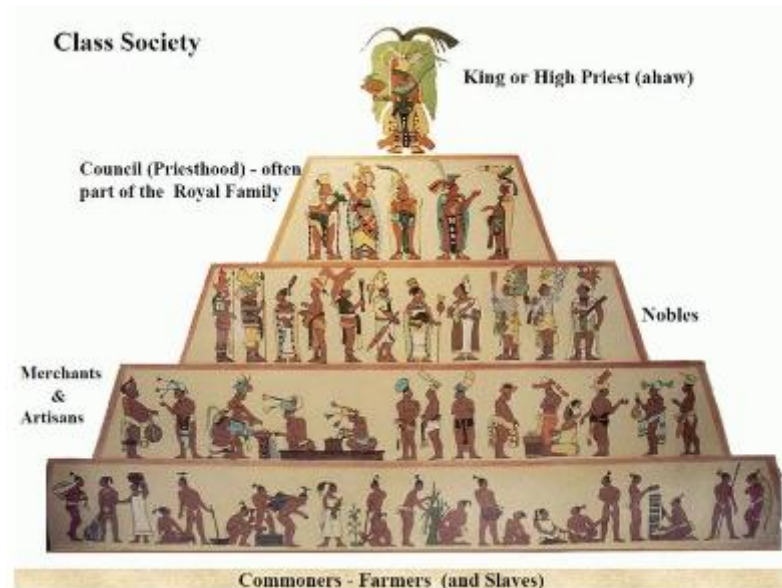
Lesson 3

Learning Objective

To find out about the city states of the Maya and how society was organised.

Declarative Knowledge

- To know that elite class of the Maya included kings, their queens and children and their relatives. Kings could have several wives, but women were not allowed to have more than one husband. The line of power passed from father to son. When there was no male heir the family line was broken.
- To know that the nobles who were at the top of the social ladder had many responsibilities including the safety and welfare of their people. Kings had to be warriors to protect their people.
- To know priests were also members of the elite. They could rule over cities and carry out religious ceremonies. Many priests were shamans. They dealt with illness through prayer, chanting and herbal medicines.
- To know Mayan nobles often wore jade, quetzal feathers and shell jewellery to show their status.
- To know artists and skilled tradesmen had relatively high social status. They made things such as - jewellery, stone carvings, pottery, feather headdresses, and embroidery.
- To know that their society was organised into powerful kingdoms and cities.
- To know that society is 'the people who live in a country or region, their organisations, and their way of life.'
- To know that City States each had their own King or Queen
- Order of importance: King or Queen of Royal family (seen to have God-like powers) nobles, priests, craftspeople, merchants, farmers, servants, slaves.



- To know that the King or Queen would wear jaguar skins and huge headdresses
- To know that 'noble birth' children would be educated by priests
- To know that merchants, craftsmen and farming children were taught skills by parents.

	<ul style="list-style-type: none"> To know that there was an absolute monarchy. Know that an absolute monarchy is where the king or queen holds complete power and their power is not restricted by following laws. This operated a hereditary monarchy where the children of the king/queen would become the future monarch. The king was seen as a descendent of a god.
Procedural Knowledge	Similarities and Differences
Key Vocabulary	Complex, hereditary, hierarchy, noble, noble, priest, merchant, artisan, farmer, craftsperson, servant, slave

Lesson 4	
Learning Objective	To find out about Maya religion and beliefs.
Declarative Knowledge	<ul style="list-style-type: none"> To know that the Maya people believed that the earth, which they called the Middleworld, was large and flat and resting on the back of a creature (like a turtle or crocodile). On the Middleworld grew a tree whose branches reached up into the heavens (the Upperworld) and whose roots grew down into Xibalba (the Underworld) which was guarded by gods of death who looked like jaguars. To know that the Maya believed that after they died, their souls would travel through a series of caves and tunnels to Xibalba (which means 'place of fear') but the rulers and noblemen believed there was a chance of them getting to the Upperworld. To know that priests were very important in Maya society as it was believed that they could communicate directly with the gods. The priests were responsible for leading rituals of worship and sacrifice, and telling the people what the gods wanted them to do. To know that the Maya believed that the gods gave their own blood to create humans, so on special occasions the rulers would return the favour by offering their blood to the gods. During festivals, the priests would dance, sing, bang drums and make lots of noise on the steps of the temples while wearing brightly coloured clothing and headdresses containing the feathers of exotic birds. To know that the rituals dance was thought to scare away demons and demonstrate the priest's power and authority to the gods. To know that the Maya people worshipped a number of different gods who were gods of nature. To know that they had a Bible like book called the 'Popul Vuh'. Stories of creation and life are written in this book. It was found in the 1500s before the Spanish conquest. To know that in death a person was buried with belongings for their journey into the afterlife Kings and Queens had tombs, others were buried under their house. To know that they believed in many gods - the main god was Itzamna.
Procedural Knowledge	Significance
Key Vocabulary	Descendant, ritual, maize,

Lesson 5	
Learning Objective	To find out about everyday life for the Maya people.
<ul style="list-style-type: none"> Declarative Knowledge 	<ul style="list-style-type: none"> To know that the Maya king and his nobles lived an easy life. They had their every need provided for by the commoners. They were even carried from place to place in litters by slaves. To know that the commoner life as a Maya commoner was full of hard work. The typical peasant worked as a farmer. The men spent evenings working on crafts such as tools, while the women wove cloth to make clothing. To know that the nobles and kings lived inside the city in made from stone. The commoners lived in huts outside the city near their farms. The huts were usually made from mud, but were sometimes made from stone. They were single room homes with thatched roofs. In many areas the Maya built their huts on top of platforms made from dirt or stone in order to protect them from floods. To know that the wealthy wore colourful clothing made from animal skins. They also wore feather headdresses and fancy jewellery. Commoners wore simpler clothing. The men often wore loincloths while the women wore long skirts. Both men and women would use a blanket called a manta to wrap around their shoulders when it was cold. <div data-bbox="1115 539 1563 850" data-label="Image"> </div> <ul style="list-style-type: none"> To know that the men and women both wore their hair long. Once they were married, both men and women often got tattoos. To know that the most important food that the Maya ate was maize, which is a vegetable like corn. To know that the Maya considered chocolate to be a gift from the gods and used cacao seeds as money. Other new foods included tomatoes, sweet potatoes, black beans, and papaya. To know that the Maya life was spent doing hard work, they did enjoy entertainment as well. A lot of their entertainment was centred on religious ceremonies. They played music, danced, and played games such as the Maya ball game pok-a-tok. <div data-bbox="1146 1077 1527 1316" data-label="Image"> </div>
Procedural Knowledge	Similarities and Differences
Key Vocabulary	Litter, chore, maize

Lesson 6

Learning Objective

To explore Maya writing and calendar.

Declarative Knowledge

Writing

- To know that the Maya used an advanced form of writing called hieroglyphics. In Maya hieroglyphics, they used symbols (also called glyphs) to represent words, sounds, or objects. By putting several glyphs together the Maya wrote sentences and told stories. They wrote on long sheets of paper made from bark or leather. These sheets were folded up like an accordion to make books. A Maya book is called a codex (or codices for more than one).



Numbers

- To know that the Maya used a number system with the base number of 20 (we use a base-10 number system). They wrote numbers using a system of bars and dots. A bar represented the number 5. Every 5 numbers they added another bar.
- The number zero was written with a symbol that looked like a shell.
- After 19 it gets a little trickier.
- After 19 numbers were written vertically with multiples of 20 above the bottom number.

1	•	11	■•	20	●
2	••	12	■••		◐
3	•••	13	■•••	21	●•
4	••••	14	■••••		●••
5	—	15	■••••	22	●•••
6	—•	16	■•••••		●••••
7	—••	17	■••••••	23	●•••••
8	—•••	18	■•••••••		●••••••
9	—••••	19	■••••••••	24	●•••••••
10	—•••••				●••••••••

Calendar

- To know that the Maya had two kinds of calendars, a religious calendar called the Tzolk'in and a solar calendar called the Haab'. Every 52 years the two calendars would start on the same day. They would celebrate the New Fire Festival on this day (El Fuego Nuevo).
- The solar calendar, or Haab', had 18 months of 20 days each. There were five extra "unlucky" days in the 19th month to get to total of 365 days in a year. They numbered the days in the month from 0 to 19.
- The religious calendar, or Tzolk'in, was a 260-day calendar. This calendar has two cycles, a 20 day cycle and a 13 day cycle. Each day has a name and a number. The name comes from the 20 day cycle and the number from the 13 day cycle.



- To know that the Maya also had a third calendar they used for historical purposes. It was called the Long Count Calendar. The Long Count calendar started on August 11, 3114 BC. This was the day on which the Maya believed the world was created.

Procedural Knowledge

Significance

Key Vocabulary

Hieroglyphics, codex

Lesson 7

Learning Objective

To find out about the decline of the Maya civilisation.

Declarative Knowledge

- To know that the historians learned a lot about the Maya from the records they left behind but around the year 900 AD, the records disappeared and the cities vanished from history.
- To know that the Mayan city states were abandoned and weren't discovered again until the Spanish conquistadors arrived in the sixteenth century.
- To know that there are as many as 88 different theories as to why the Mayan empire declined.
- To know that no one knows exactly why the great Mayan cities fell into decline. Here are some of the theories:
 - a) Disease wiped everyone out
 - b) There was a drought, causing crops to fail and food to run out
 - c) The Maya were conquered by neighbouring tribes
 - d) A great battle killed too many of the population for the civilisation to continue
 - e) A natural disaster killed everyone
- **Do The Maya Still Exist?**
- To know that the descendants of the Maya still live in Central America in modern-day Belize, Guatemala, Honduras, El Salvador and parts of Mexico. The majority of them live in Guatemala, which is home to Tikal National Park, the site of the ruins of the ancient city of Tikal. Roughly 40% of Guatemalans are of Mayan descent.

Procedural Knowledge

Cause and Consequence

Key Vocabulary



Conquistador, conquer, draught, tribes, crops, natural disaster



Year 4- Vikings and Anglo Saxons

NC Objectives: Pupils will learn about:

Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Viking raids and invasion resistance by Alfred the Great further Viking invasions and Danegeld Anglo-Saxon laws and Justice Edward the Confessor and his death in 1066

Lesson 1	
Learning Objective	To know what is meant by the terms raid and invade.
Declarative Knowledge	<ul style="list-style-type: none"> To know that the Vikings came from the area of modern Scandinavian countries - Denmark, Norway and Sweden.  <ul style="list-style-type: none"> To know that the name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in long ships were said to be 'going Viking'. To know that the Viking age in European history was about AD 700 to 1100. The Vikings first arrived in Britain around AD 787 and in AD 793 they raided and pillaged the monastery at Lindisfarne in Northumbria. To know that some went to fight and steal treasure. Others settled in new lands as farmers, craftsmen or traders. To know that they particularly liked to raid monasteries, like the one at Lindisfarne. The monasteries were not very well protected and contained valuable goods like gold and jewels, imported foods and other useful materials. <p>Viking weapons</p> <ul style="list-style-type: none"> The Vikings fought using long swords and axes. A good sword was handed down from father to son, but Vikings also buried weapons with their owner when he died. Vikings did not wear much armour, though some chieftains wore mail coats. Most relied on a round wooden shield for protection. On their heads, they wore helmets made of leather or iron. 
Procedural Knowledge	Significance
Key Vocabulary	Raid, invade, pillaged, monks, monastery, chieftain, lucrative, manuscript

Lesson 2	
Learning Objective	To explore Viking travel.
Declarative Knowledge	<ul style="list-style-type: none"> To know that the Vikings were expert sailors and were also very good at shipbuilding and their longboats could survive difficult sea journeys. <p>Why were the Vikings great explorers?</p> <ul style="list-style-type: none"> To know that the Vikings could tell where they were by looking at the night sky and they used sun compasses to make sure they were heading in the right direction.  <ul style="list-style-type: none"> To know that the Vikings also told stories about their adventures - the battles they fought and the places that they visited. These stories were called sagas. Sharing these sagas helped the Vikings build up a picture of what the world looked like and where it was possible to sail to. <p>Where did the Vikings travel to?</p> <ul style="list-style-type: none"> To know that as well as settling in Britain, they established Viking colonies in France, and used rivers to travel deep into Russia. They even made it as far as Turkey – which then as called the Byzantine Empire. Over 1,000 years ago, a Viking called Halvdan was in the city of Constantinople (now called Istanbul). <p>The Vikings in North America</p> <ul style="list-style-type: none"> To know that not only did the Vikings travel to Scotland, they also sailed west into the Atlantic Ocean. 
Procedural Knowledge	Source Enquiry
Key Vocabulary	Colony, raid

Lesson 3

Learning Objective To explore the Viking attack on Lindisfarne.


Declarative Knowledge

- To know that the first planned Viking raid was on the island of Lindisfarne in 793 AD.
- To know that the Anglo-Saxons were very religious and wanted to show God how much they loved him by donating lots of valuable and expensive items to the church.
- To know that Anglo-Saxon kings agreed that religious buildings were “off-limits” in wartime and didn’t attack places like Lindisfarne so they didn’t need any defence or protection.
- To know that the Vikings massacred the monks, killing many and kidnapping others into slavery.
- To know that the Vikings burned the monastery down, taking their loot back to Scandinavia.
- To know that the Vikings arrived in new longboats that could cross the sea much easier.
- To know that the Vikings were armed with swords, spears and axes and the monks were unarmed.
- To know that the Vikings were able to easily steal expensive treasures and capture valuable slaves and arrived back in Scandinavia as rich men.
- Know that the Viking raids on England became more common, monasteries were often targeted.
- To know that in the following years there were also new Norse raids in Scotland (794 AD), Ireland (795 AD) and France (799 AD).



Procedural Knowledge Cause and Consequence

Key Vocabulary Naïve, threat, opportunistic, plunder

Lesson 4	
Learning Objective	To explore Viking societal norms.
Declarative Knowledge	<ul style="list-style-type: none"> To know that at the beginning of the Viking Age, there were many chieftains who ruled over small areas. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> To know that they were subject to local assemblies (The Thing) where all freemen could voice an opinion. To know that majority of population were Karls, including farmers, traders, craftsmen, warriors. To know that between 20-40% of the population were slaves. Slaves (also known as thralls) could be freed by their master, in a will or through buying themselves. To know that the Jarls controlled land, boats and many families of karls/slaves. Their wealth was often measured in terms of followers, treasure, ships and estates. This wealth was usually inherited or earned through warfare and raiding.
Procedural Knowledge	Similarities and Differences.
Key Vocabulary	Chieftain, society, prosperity

Lesson 5	
Learning Objective	To explain what the Vikings believed in.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that the Vikings believed that there were Nine Worlds connected together by an enormous mythical tree called Yggdrasil. Each world was home to different living creatures or mythical beings. • Vanaheim – home to the Vanir gods, including Freya, Freyr and Njord. • Midgard – the Norse name for Earth, the realm of mortals • Asgard – home to the Æsir (pronounced ‘A-seer’) gods, including Odin, Frigg and Thor. Asgard is home to Valhalla, the place where fallen warriors go when they die. • Alfheim – home of the elves. • Niflheim – home of the frost giants. • Jotunheim – home of the giants. • Helheim – the underworld and realm of the dead. • Muspelheim – home of the fire giants. • Svatalfheim – home of the dwarves and dark elves. • To know that the best known of the Viking gods are Odin, Thor, and Freya. We remember them because, in English, the days of the week are named after them. • Woden’s Day- Wednesday • Thor’s Day- Thursday • Freya’s Day- Friday • To know that Vikings valued bravery and a ‘good death’ in battle. How brave you were in battle decided where you would go in the ‘afterlife’. Winged female spirits called Valkyries would swoop down to collect the souls of the dying warriors and take them to live with Odin at Valhalla. • To know that Valhalla was the Viking version of Heaven. • To know that the Vikings were buried with all the things that were important to Vikings: their swords and axes; fine clothes; gold and jewellery. It was believed that they would need these in the afterlife.
Procedural Knowledge	Interpretation
Key Vocabulary	Mythical, realm, superstitious

Lesson 6

Learning Objective To explore key Viking gods.

Declarative Knowledge

- To know that the Vikings believed in a polytheistic religion – a religion with many deities.
- To know that the gods and goddesses were very important in Norse culture. The Vikings often made decisions or acted in ways to please the gods.
- The Vikings told many stories about their gods. These stories often involved mythical creatures like giants and elves. Know the following Norse gods.
- To know main gods;

Norse Gods	Description
Odin	Father of the gods
Frigg	Odin's wife - the goddess of love
Thor	God of thunder and protected humans
Tyr	God of war and justice
Loki	the god of firelight - a sly and mischievous god who can change form into different animals etc.

Procedural Knowledge

Key Vocabulary Polytheistic, deities

Year 4- Ancient Egypt

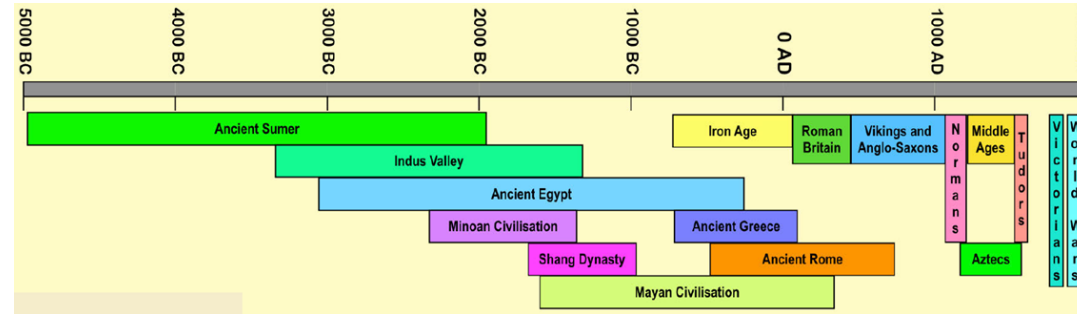
NC Objectives: Pupils will learn about:

The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Lesson 1

Learning Objective To understand where and when the ancient Egyptians lived.

Declarative Knowledge



- To know that Egypt is a country in the north-eastern corner of Africa.
- To know that people lived in early settlements around the River Nile in Egypt from around 7000 years ago.
- To know that the Ancient Egyptian civilisation started with the reign of first king, Narmer around 3100 BC and ended with the death of Cleopatra VII in 30 BC.
- To know that the ancient Egyptian civilisation is considered one of the greatest in history, known for its inventiveness and power. They started using early hieroglyphic writing in 3500 BC.
- To know that in 2550 BC, they built the Great Sphinx and Giza Pyramids.
- To know that Egypt was divided into two lands. The **black** land was everywhere that the water from the Nile touched when it flooded. The **red** land was the desert area where the water didn't reach. Most people lived in the *black* land near the river.
- To know that one of their famous pharaoh, King Tutankhamun, started his reign when he was only 9 years old in 1332 BC.
- To know that in 332 BC, Alexander the Great (Greek Macedon king) invaded Egypt. Some people believe the Egyptian era finished around 320 BC when Alexander the Great invaded Egypt, but others think it ended around 30 BC when the Romans invaded.
- To know that Cleopatra VII began her reign as the last Pharaoh in 51 BC.
- To know that some people believe it finished around 320 BC when Alexander the Great invaded Egypt, but others think it ended around 30 BC when the Romans invaded.
- To know that Howard Carter was born in 1874.
- To know that he was an English archaeologist and Egyptologist who worked on several important excavations.
- To know that in 1907, he met Lord Carnarvon by this time, Carter believed that there was a tomb buried somewhere in the Valley of the Kings and he needed money to search for it.

- To know that Lord Carnarvon agreed to finance the dig.
- To know that Howard Carter and his team started the search in 1914 and spent years looking for the tomb in the Valley of the Kings.
- To know that in 1922, Howard Carpenter found the steps to Tutankhamen’s tomb.



Procedural Knowledge	Chronology
Key Vocabulary	Egyptologist, BC, AD, BCE, ancient, civilisation, hieroglyphics, preserve, pharaoh

Lesson 2	
Learning Objective	To understand the many achievements of the ancient Egyptians and their impact on today.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that ancient Egyptians were great inventors. • To know that the Egyptians invented many useful tools that are still part of modern life. <p>Buildings</p> <ul style="list-style-type: none"> • They built pyramids, palaces, tombs and other things and in order to do this, they would use machines such as levers and ramps. They were able to build some of the fanciest buildings and the perfected their building by adding arches and other architecture that we can see in different areas even today. <p>Ships</p> <ul style="list-style-type: none"> • The Egyptians were great at building ships. They would take papyrus reeds and would build small boats that they could use on the Nile River so that they could trade with other areas. • They later were able to build larger ships by using woods such as cedar that were shipped in from Lebanon. These bigger ships allowed them to transport people and to make bigger trades. <p>Papyrus</p> <ul style="list-style-type: none"> • Papyrus was a plant and the plant was able to help them to make wood to build ships, but it also was used to make paper. • The Egyptians would use the paper to write things such as religious ideas and books. • The Egyptians also used their papyrus paper to write important documents so that they could record things. <p>Black Ink</p> <ul style="list-style-type: none"> • The Egyptians mixed vegetable gum, soot and bee wax to make black ink. They replaced soot with other materials such as ochre to make various colours. <p>Writing</p> <ul style="list-style-type: none"> • Along with the Mesopotamians, the Egyptians were the first people to develop their language into a codified form of writing. All early forms of writing were pictograms – pictures. All writing systems developed in this way but their original forms become lost as the pictures are refined into abstract forms. What is interesting about the Egyptians is that although their writing changed to the abstract form of Hieratic they deliberately preserved the hieroglyphic pictures in their original forms. <p>Irrigation</p> <ul style="list-style-type: none"> • The Egyptians constructed canals and irrigation ditches to harness Nile river’s yearly flood and bring water to distant fields. <p>High heels</p> <ul style="list-style-type: none"> • In 3500 BC, high heels were used to distinguish the high-class people from those in the lower class, who walked with their barefoot. • The higher the heels meant the higher the position. Both men and women wore heels. • The men also wore heels because it gave them extra stability while riding horses and kept the foot secure. During that time, high heels were also worn for ceremonial purposes. <p>Wigs and make up</p> <ul style="list-style-type: none"> • Wigs were quite popular amongst Egyptian women. The wealthy Egyptian women devoted a lot of time to their personal appearance. Not only did they use wigs for the purpose of styling, they also used it as a means of protecting their skin from the scorching sun and dry weather. • They would make makeup for their eyes that was called kohl. The kohl’s purpose was to make sure that their skin was protected from the sun.

	<p>Tooth care</p> <ul style="list-style-type: none"> • People of Ancient Egypt had a lot of problems with their teeth because their food would always have sand in it. This caused them to wear down their teeth quickly. • In order to take care of their teeth, they created a way to brush their teeth. • They would combine ashes, eggshells and hooves of animals and they would mix it together and brush their teeth with it. No one is really sure what the toothbrushes were made out of. <p>Medicine</p> <ul style="list-style-type: none"> • The ancient Egyptians used many strange and wonderful cures and medicines. Archaeologists have found written records that described some of the practices that they tried. • Various documents show over 700 different types of remedies. • Some of the remedies are very good but likewise, some of the remedies are very questionable. • Evidence shows that doctors were able to treat burns and broken bones very similar to the way this is done today. The ancient Egyptians understanding of the cardiovascular system is surprisingly sophisticated and very accurate. <p>Ox-drawn plow and sickle</p> <ul style="list-style-type: none"> • As early as 2500BC, the first ox-drawn plow appeared in Egypt. This device was mostly made of bronze and revolutionized the agricultural methods within the Egyptian communities. However, a modified version is what farmers now use to plow their fields. • The ox-drawn plow made irrigation easier and it made the farming business more lucrative. • The sickle on the other hand also had a curved blade that was used to cut and harvest grains like barley and wheat. <p>Door locks</p> <ul style="list-style-type: none"> • Door locks were spotted in Egypt around 4000BC. During that time, locksmiths created wooden locks that were affixed to doors alongside a horizontal bolt which slid into the post. • The oldest known prototype was recovered from the ruins of an Egyptian palace. This was shortly before the Romans improved on it and developed warded locks that needed corresponding keys. • The Egyptian lock which is also known as the pin tumbler type, gradually evolved and became a solution to the problem of how to open a barred door from outside. <p>Here are some more inventions;</p> <ul style="list-style-type: none"> • Shaving and Haircuts • Shadoof • Clocks • The calendar • The police • Surgical instruments • Mummification 	
	Procedural Knowledge	Significance
	Key Vocabulary	Invention, ochre, soot, cardiovascular, shadoof

Lesson 3

Learning Objective

To make connections of Egyptians societal structure.

Declarative Knowledge

- To know that like every civilisation, ancient Egyptians had a 'social structure'.
- To know that different people had different levels of importance.

Pharos

- Kings or queens of Egypt. They were almost seen as gods.

Viziers

- They helped the pharaohs rule and high judges in court.

Nobles

- They ran the provinces of Egypt and made the local laws.

Priests

- They kept the gods happy. They worked in temples and carried out ceremonies and rituals for people.

Soldiers

- They were seen as heroes for protecting the country.

Scribes

- They were the only people could read and write. They recorded the events of Egypt using hieroglyphics.

Craftsmen

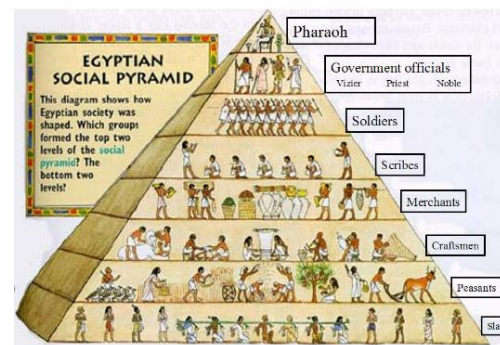
- They were skilled people who made pottery, cloth, jewellery, shoes and statues.

Farmers

- Worked on land. Most ordinary people were farmers.

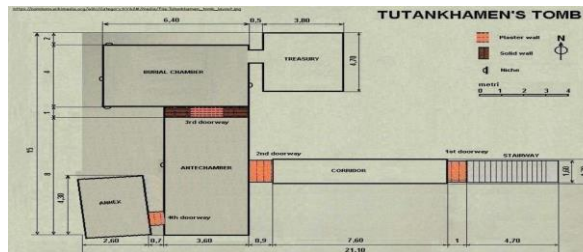
Slaves

- Non Egyptians as they were captured during wars. They would have been killed if their master died.



- To know that no one had been in King Tut's tombs since his burial around 3300 years previously.
- To know that Howard Carpenter and his team found Tutankhamen himself.
- To know that they found his mummified body inside a special coffin called a sarcophagus.
- To know that King Tut's body was still intact, although not in perfect condition.

- To know that scientists were able to find out a lot about him from his preserved body.
- To know that scientists know he was between 18 and 20 when he died.
- To know that there was evidence of head injuries although no one is exactly sure how he died.
- To know that some people think he was murdered, others believe he may have died in an accident.
- To know that in recent years, people have been able to use modern technology to reconstruct what Tutankhamen's face would have looked like using his mummy.



Procedural Knowledge	Similarities and Differences
Key Vocabulary	Sarcophagus, canopic jars, elaborate

Lesson 4

Learning Objective	To understand food and entertainment choices during the ancient Egyptian era.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that Egypt has large areas of dry, dry desert. • To know that the River Nile is the source of water needed for the farmlands. • To know that each year, the river would flood, covering areas with rich thick silt and mud. • To know that they grew wheat. • To know that all people including rich ate bread. • To know that they mostly drank beer as fresh water wasn't easy to come by. • To know that the land around the Nile was rich in wildlife. Rich people would hunt and eat meat but poor people ate mainly poultry. • To know that wealthy people may have had 2-3 meals a day. • To know that ancient Egyptians stored/ preserved meats in case of draught or famine. • To know that they had similar entertainments as us, including; <ol style="list-style-type: none"> a) Hunting b) Board games c) Sports d) Storytelling e) Water sports f) Parties
Procedural Knowledge	Source Enquiry
Key Vocabulary	Silt, fertiliser, draught

Lesson 5

Learning Objective

To understand what the ancient Egyptians believed in.

Declarative Knowledge

- To know that ancient Egyptians believed more than 2000 gods.

God	
Re	The sun god
Isis	The goddess of nature
Anubis	The god of death

- To know that the ancient Egyptians believed in an underworld called Duat.
- To know that they believed that when you died, you went to Duat and the Hall of the Two Truths where your heart was weighed against the deeds you had committed in your life.
- To know that most of the gods took human form but some had the head of an animal.
- To know that pyramids were built as tombs for the pharaohs of Egypt.
- To know that the shape of the pyramid was to symbolise the mound that came out of the earth when the world was created by Re.
- To know that inside the pyramids are a series of rooms and burial chambers.
- To know that the Egyptians believed that if the pharaoh's body could be mummified after death the pharaoh would live forever.
- To know that the tombs were designed to protect the buried Pharaoh's body and his belongings.
- To know that the dry desert heat worked to keep the Pharaohs' body and his belongings from decomposing and rotting away.
- To know that Ancient Egyptians used a process called mummification to preserve dead Bodies.
- To know that it was believed that the body would be needed in the after-life.
- To know that there is no written evidence from the Egyptians about the process of mummification but there is a first-hand account from a Greek traveller who saw the process around 450 BC:
 - a) The body was washed and cleaned
 - b) The brain was pulled out through the nose with a hook.
 - c) The intestines, liver, stomach and lungs were removed through a slit in the side of the body. The organs were then placed in canopic jars. The heart was left in.
 - d) The body was covered in a special salt called natron. This dried the body out. It was left for around 40 days.
 - e) After 40 days, the natron was washed off and the body was stuffed with sawdust or linen.
 - f) The body was then coated with oils and resin.
 - g) It was wrapped in bandages from head to toe.
 - h) A mask of the person's face was placed over the mummy which was finally laid in a coffin, or series of coffins, called a sarcophagus.



Procedural Knowledge

Cause and Consequence

Key Vocabulary

Polytheistic, monotheistic, eternal, divine, deed