

Overbury First School
Ancient Egypt
Sheldon – Summer 1 2025/2026

Factual Knowledge:

History

- To know that Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago
- To understand that each civilisation was organised with cities and had their own form of communication- e.g. hieroglyphics or cuneiform.
- To know that Egypt was ruled by Pharaohs who were seen more like a god than just a person.
- To know that Tutankhamun is the most famous whose tomb was only discovered 100 years ago.
- To be able to explain the hierarchical society of the Ancient Egyptians - Below the pharaoh there were other levels of society from viziers and scribes and priests down to slaves.
- To understand that the Egyptians worshipped hundreds of gods, many represented by animals.
- To be able to explain that much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops.
- To know that the Egyptians thought that people who died went to a new world
- To understand the importance of the mummification process
- To know what the Book of the Dead is
- To know that Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only 200 years ago.
- To understand there are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids?

Geography

- To know where the Nile is
- To know why the Nile is important throughout history
- To know why the Nile is important today
- To know how rivers affect the people around it

Art and Design

Key technique: Printing/ Textiles/Collage – Textile focus through printing and collage

Through the topic of Ancient Egypt, children will have the opportunity to develop their art and design techniques through fabric printing. They will design patterns of increasing complexities and repetition and use a variety of materials (including linen), objects and techniques.

Design Technology

Key Concept: Join pieces of fabric together

Problem/Challenge: How can we make an Ancient Egyptian style garment?

Using their learning about the Ancient Egyptians, children will design their own garment. They will look at some of their own clothing and evaluate its purpose and make. They will use a simple running stitch in Year 2 and a back stitch in Year 3 to join together their materials.

KEY LANGUAGE AND VOCABULARY:

Ancient, Ancient, Artefact, Ankh, Civilisation, Embalming, Excavate, Flax, Hieroglyphics, Mummification, Natron salt, Papyrus, Pharaoh, Pyramid, Sarcophagus, Scribe, Rosetta stone, Sphinx, Tomb, Vizier

Christian Value of the Term:

Wisdom

SMSC

Picture News with British Values
Outdoor Learning

ENRICHMENT & PUPIL LEADERSHIP

WOW Day
ERIS (Everybody Reading In School)
Maypole celebrations

KNOWLEDGE AND FACT SHEET

KEY QUESTIONS:

1. How many other major ancient civilisations were there around the time of the Ancient Egyptians? Can you name one of them?
2. Explain the hierarchical society of the Ancient Egyptians - who was at the top and who was at the bottom.
3. How many Gods did the Egyptians worship and were they all human?
4. How did the Nile support the Ancient Egyptians society?
5. What did the Ancient Egyptians believe about the afterlife?
6. What is mummification?
7. What is the Rosetta stone?
8. Who do you think built the pyramids and why?

Maths – Fractions – Year 2 and Year 3 will be completing their work on fractions in line with the national curriculum. Year 2's will become more confident with the use of fractions greater than $\frac{1}{2}$ and Year 3 will begin to count in tenths and recognise the links that can be made with this knowledge.

English – Narrative – We will be reading Marcy and The Riddle of The Sphinx bringing our narrative skills to our knowledge of the Egyptians.

Non-Chronological Report – We will be producing a pamphlet on an area of Ancient Egypt we are interested in.

Science – Living, Dead or Never Alive? – We will be discussing and exploring this concept in depth this

KEY PROEDURAL KNOWLEDGE:

History

Year 2/ Year 3

Chronological Understanding

- I can place the time studied on a class timeline
- I can describe memories of key events in lives
- I can place the time studied on a timeline
- I can use dates and terms related to the study unit and passing of time

Range and depth of historical knowledge

- I can recognise why people did things, why events happened and what happened as a result
- I can identify differences between ways of life at different times
- I can find out about everyday lives of people in time studied
- I can compare with our life today Egypt
- I can identify reasons for and results of people's actions
- I can understand why people may have wanted to do something

Interpretation of History

- I can compare 2 versions of a past event
- I can compare pictures or photographs of people or events in the past
- I can discuss reliability of photos/ accounts/stories
- I can identify and give reasons for different ways in which the past is represented
- I can distinguish between different sources - compare different versions of the same story etc

Historical Enquiry

- I can use a source - observe or handle sources to answer questions about the
- I can use a range of sources to find out about a period
- I can observe small details - artefacts, pictures
- I can select and record information relevant to the study
- I can begin to use the library and internet for research

Art and Design

Printing

I can print using a variety of materials, objects and techniques including layering.

I can talk about the processes used to produce a simple print

I can explore pattern and shape, creating designs for printing.

Textiles and collage

I can select from a variety of tools and materials I have used.

I can develop skills in stitching, cutting and joining.

I can experiment with a range of different techniques e.g. overlapping, cutting to create different shapes etc.

Design Technology

I can plan the order of their work before starting

I can select tools and techniques for making their product

I can measure, mark out, cut, score and assemble components with more accuracy

I can work safely and accurately with a range of simple tools

I can use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT

I can evaluate their product against original design criteria e.g. how well it meets its intended purpose

I can disassemble and evaluate familiar products

term. We will be looking at the changes someone goes through as they grow older, as well as considering what traits make something alive, dead or never alive.

ICT/Computing - programming Quizzes

This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Introduction to animation'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

RE - What does it mean to belong to a faith community?

In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong.

Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.

PSHE - Relationships - We will be learning about our families, keeping safe, friends and conflict, secrets and trust & appreciation.

PE - Dance - We will be learning the patterns of dance for Maypole working on our co-ordination, footwork and moving in rhythm and as a group. We will be building towards our final performance in May.

We will also doing net games.

Music - Ukulele - We will be learning the different parts of the ukulele and how to hold this stringed instrument before then moving onto open string songs. We will then build to finger work and playing as an ensemble.