

ANCIENT EGYPT KS2 PLANNING

Class:

Term: Summer 1

Topic: Ancient Egypt

Subject: History

Differentiation and support	Cross curricular links
<p>SEN: Simplify tasks to focus on collecting less information. Provide with templates and writing frames.</p> <p>GT: carry out additional research. Encourage inclusion of factual information e.g. names and dates.</p>	<p>Science and D + T: different materials they used</p> <p>ICT: research on websites</p> <p>Literacy: making notes, presenting, using dictionary, using conjunctions, discussions</p> <p>Numeracy: dates, timeline</p> <p>Geography: where Egypt is located, influence of geographical features</p> <p>RE: Ancient Egyptian religious beliefs</p>

W	LO	Lesson structure and activities	Resources	Success Criteria	Evaluation
	To research information on the Ancient Egyptians	Over half-term, children to research information on one aspect of Ancient Egypt e.g. the pyramids, Gods and religion, rulers etc Children to use this research to create a PowerPoint or a hand-made poster to present what they found out to the rest of the class after half-term			
1	To make notes about life in Ancient Egypt To present information that they have researched	<p>Intro: Explain that children will be presenting their poster / PowerPoint that they made over half-term to the rest of the class. Explain that those who are listening will be using what they find out to make a mind map. Model how to make a mind map, with the topic in the middle (Ancient Egypt) Emphasise the need to put information with other related information and to try not to write the same thing more than once. Remind children of how to present well and how to be a good audience.</p> <p>Main: Children present their poster / PowerPoint to the rest of the class, who use their information to make a mind map. After each presentation, give children that were listening a chance to ask the presenter a couple of questions.</p> <p>Plenary: Share their mind map with their partner and compare what information they recorded and how they organised it.</p>	Children's presentations	<p>MUST: present some information on Ancient Egypt and makes notes on other people's presentations</p> <p>SHOULD: organise their mind map so information on similar topics is grouped</p> <p>COULD: make links between different areas of their mind map</p>	

2	<p>To understand some of the terminology relating to Ancient Egypt</p>	<p>Intro: Ask children to think of some words related to Ancient Egypt e.g. sphinx, pharaoh etc Revise how all topics have terminology specific to them Explain that we are going to be learning the meaning of some of the terminology that is specific to the Ancient Egyptians Revise how to use a contents page, a glossary and a dictionary</p> <p>Main: Children given sheet with images, names for the images and definitions. These are all jumbled up In teams, the children need to use the glossaries (and other parts of non-fiction books on Ancient Egypt) and dictionaries to sort out the images, names and definitions so that they match correctly Award points to teams, according to who completes the task correctly the quickest (Rotate books around tables at regular intervals throughout, as not all books will contain all of the words) Can give children a limited number of 'lives' to use on a computer e.g. 3 lives means that they can look up 3 words that they can't find in the books Extension: Children to add some of their own words and their definitions and images (can draw the images) for further words related to Ancient Egypt. Award more points for adding more words, images and definitions</p> <p>Plenary: Go through correct answers and ask children to show any additional terms that they found the meanings of</p>	<p>Images, names and definitions sheets</p> <p>A3 paper</p> <p>Scissors</p> <p>Glue</p> <p>Non-fiction books on the Ancient Egyptians</p> <p>Dictionaries</p>	<p>MUST: correctly match images, names and definitions of some Ancient Egyptian terms</p> <p>SHOULD: correctly match images, names and definitions of all Ancient Egyptian terms</p> <p>COULD: find some of their own examples to add</p>	
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3	To arrange events from Ancient Egypt in chronological order	<p>Intro: Revise how we often use timelines in history to get an overview of the key events from a period of time Explain that we will be ordering events from Ancient Egypt in chronological order, revising what the word 'chronological' means Revise how with BC dates, the higher the number, the longer ago the event happened, because we are saying it was x amount of years Before Christ Revise how AD means Anno Domini and refers to times after Christ was born</p> <p>Main: Children to arrange key events from Ancient Egypt in chronological order Extension: Use websites / non-fiction books to find extra events or additional information about the events given to them</p> <p>Plenary: Go through correct order of events and ask children who got on to the extension to tell the class any additional information that they found</p>	Scissors Glue Events to cut out and stick Non-fiction books or PCs / laptops (for extension)	<p>MUST: arrange most of the events in chronological order</p> <p>SHOULD: arrange all of the events in chronological order</p> <p>COULD: add some events or additional information from their own research</p>	
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To access the complete version of the [Ancient Egypt KS2 planning](http://www.saveteacherssundays.com/history/year-4/354/), with every resource needed to teach each lesson, visit:

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