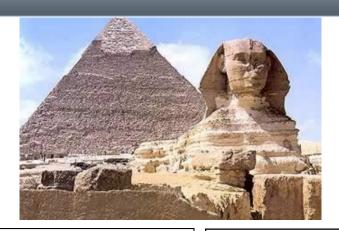# Year 4—Excavating Egypt

Subject Knowledge:

- To know about the achievements of the earliest civilizations – a depth study of Ancient Egypt

- To *address* historically valid questions about change, cause, similarity and difference and significance

- To understand how our knowledge of the past is constructed from a range of sources

- To construct informed responses that involve thoughtful selection and organisation of relevant historical information

Rights Respecting School Link

Article 29 (Goals of Education)

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Cross Curricular Links

Literacy: Diary writing, persuasive writing
- Science skills: fair testing, predicting
- Science knowledge: Thermal conductivity, forces (floating and sinking)
- Maths/science skills: constructing line graphs

Engagement & Enrichment

Egyptian dance/music

Workshop on ancient Egypt

British museum trip

Homework tasks (e.g. building a sarcophagus)

Nurturing Responsible Citizens

Protection of famous historical sites in Egypt Vs Tourism

Vocabulary

Question, Cause, Change, Similarity, Difference, Significance

Assessment Focus: AF3

Assessment Task: Historical Enquiry – formulation of questions and answers

Assessment Outcomes
Working Below Expectations:
Children research the answer to a given question. e.g. How important was the Nile in the life of the ancient Egyptians?

Working At Expectations
Use question stems/starters to support formulation of questions and support to select a question that will be simple to research (you may wish to limit the number they can choose from and ensure the questions available are ones where a range of evidence is available).

Working Above Expectations:
Focus on presenting a range of possible answers to the rest of the class.