



History - Year 3 - Medium Term Plan  
Autumn 2, Unit 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?



	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	resources
<p>One:</p> <p>How long ago did prehistoric man live?</p>	<p>To recognise the chronology and significance of prehistory/</p>	<ul style="list-style-type: none"> <li>- I know that the prehistoric period began millions of years ago.</li> <li>- I can recognise that the Stone Age lasted for most of human history.</li> <li>- I can locate BC and AD on a timeline and explain how history is divided into periods.</li> </ul>	<ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>- Stone Age</li> <li>- BC</li> <li>- AD (Anno Domini)</li> <li>- Age</li> <li>- Historian</li> <li>- Mesolithic</li> <li>- Neolithic</li> <li>- Palaeolithic</li> <li>- prehistory</li> <li>- period</li> </ul>	<p>Watch</p> <p>Teacher video: Teaching chronology</p> <p>Teacher video: Physical timeline</p> <p>Pupil video: How do historians talk about time?</p> <p>Have ready Six rolls of strong toilet paper.</p> <p>Sticky notes (two per group of six).</p> <p>Felt tip or marker pens (one per group of six).</p> <p>Link: Kapow Primary timeline.</p> <p>Link: BBC Two - Stone Age Flint (optional – see Main event)</p> <p>Print in advance</p> <p>Resource: Knowledge organiser: History - Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</p> <p>Resource: Unit vocabulary</p>
<p>Two:</p> <p>What does Skara Brae tell us about life in the Stone Age?</p>	<p>To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</p>	<ul style="list-style-type: none"> <li>- I can use evidence to make observations about Stone Age houses.</li> <li>- I can explain my observations.</li> <li>- I can explain the limitations of archaeological evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>- Skara Brae</li> <li>- settlement</li> <li>- archaeology</li> <li>- evidence</li> <li>- limitations</li> <li>- primary source</li> <li>- secondary source</li> <li>- Remains</li> <li>- Possibility</li> <li>- Certainty</li> </ul>	<p>Watch</p> <p>Teacher video: Using archaeological sources</p> <p>Teacher video: Skara Brae</p> <p>Pupil video: Where did Stone Age people live?</p> <p>Have ready</p> <p>Presentation: Gimme five!</p> <p>Presentation: Skara Brae.</p> <p>Whiteboards and pens (one each).</p> <p>Link:</p>

					Historic Environment Scotland - Digital model of Skara Brae. Link: Sketchfab - Digital model of Skara Brae House 7 Print in advance Activity: Skara Brae (one between two). Activity: Certainties and possibilities (one each).
Three: Who was this Bronze Age man?	To use archaeological evidence to investigate the Bronze Age.	<ul style="list-style-type: none"> <li>- I can use evidence to make deductions about the life of a Bronze Age man.</li> <li>- I can ask my own questions about archaeological evidence.</li> <li>- I can evaluate the limitations of archaeological evidence.</li> </ul>	- changes in Britain from the Stone Age to the Iron Age.	<ul style="list-style-type: none"> <li>- Archaeology</li> <li>- evidence</li> <li>- Stonehenge</li> <li>- evidence</li> <li>- artefact</li> <li>- deduction</li> <li>- Flint</li> <li>- Grave goods</li> </ul>	<p>Watch</p> <p>Teacher skill video: Using archaeological sources</p> <p>Teacher video: Archaeological evidence and the Amesbury Archer</p> <p>Have ready</p> <p>Presentation: 3, 2, 1.</p> <p>Presentation: Who was this man?</p> <p>Presentation: The Amesbury Archer. A whiteboard or flipchart (see Attention grabber). A collection of at least eight items that the children used in school the day before this lesson (e.g. a maths book, a pen, a crisp packet, pencil sharpenings, a ruler or other items from the subjects that the children studied). Link: Kapow Primary timeline.</p> <p>Link: BBC Bitesize - What was life like in the Bronze Age?</p> <p>Print in advance</p> <p>Resource: Artefacts (one sheet per group of four).</p> <p>Activity: Investigating artefacts (one each).</p> <p>Activity: Investigating artefacts: support version (see Adaptive teaching).</p>

<p>Four:</p> <p>What was the impact of bronze in prehistoric Britain?</p>	<p>To use deductions to explain how bronze transformed prehistoric life.</p>	<ul style="list-style-type: none"> <li>- I can describe how bronze arrived in Britain. I can explain how some aspects of life were changed by bronze. I can identify similarities and differences between the Stone Age and the Bronze Age.</li> </ul>	<ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>- duration</li> <li>- similarities</li> <li>- differences</li> <li>- bronze</li> <li>- copper</li> <li>- tin</li> <li>- durable</li> </ul>	<p>Watch Teacher video: Similarities and differences Have ready Presentation: Speak like an expert. Presentation: The Bronze Age. Presentation: Finding food. Scissors (one pair per pair). Link: Kapow Primary timeline. Link: BBC - Ancient Voices - Bronze Age Print in advance Resource: Finding food (one between two). Activity: Finding food (one between two). Activity: Finding food statements (one between two).</p>
<p>Five:</p> <p>How did the trade change the Iron Age?</p>	<p>To understand the importance of trade during the Iron Age.</p>	<ul style="list-style-type: none"> <li>- I can explain how trade increased during the Iron Age.</li> <li>- I can identify which items were exchanged during the Iron Age.</li> <li>- I can explain why coins were introduced.</li> </ul>	<ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>- trade</li> <li>- import</li> <li>- export</li> <li>- goods</li> <li>- barter</li> <li>- Iron Age</li> <li>- durable</li> </ul>	<p>Watch: Teacher video: Iron Age trade Teacher video: Historical interpretation Pupil video: Would you survive? Have ready: Presentation: Explain the answer. Link: BBC Bitesize - Trade (01:39). Interactive presentation: What was the object? Interactive presentation: Logboat Kapow Primary timeline Interactive Presentation: Trade Interactive presentation: Trading in the Bronze Age Interactive presentation: Import or export? Interactive presentation: How</p>

					<p>were goods exchanged? Interactive presentation: How did coins end bartering? Whiteboards. Print in advance: Activity: Would you survive? Activity: Would you survive? Activity: Iron Age survivals list</p>
<p>Six: What changed between the Stone Age and the Iron Age?</p>	<p>To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</p>	<ul style="list-style-type: none"> <li>- I can use secondary sources to compare settlements.</li> <li>- I can identify changes and continuities between Neolithic and Stone Age settlements.</li> <li>- I can explain which prehistoric period I would prefer to have lived in.</li> </ul>	<ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>- change</li> <li>- continuity</li> <li>- king or chief</li> <li>- reconstruction</li> </ul>	<p>Watch Teacher video: Comparing Neolithic and Iron Age settlements Teacher video: Change and continuity Have ready Presentation: Bingo – key vocabulary. Presentation: Neolithic and Iron Age dwellings. Mini whiteboards and marker pens (see Recap and recall). Coloured felt tip pens (optional – see Adaptive teaching). Link: Kapow Primary timeline. Link: BBC Teach - Iron Age Britain (animation) Link: BBC Teach - Iron Age forts and tribes. Print in advance Activity: Bingo (see Adaptive teaching). Activity: Change and continuity (one each). Activity: Neolithic and Iron Age reconstructions (one per pair). Resource: Stone Age, Bronze Age or Iron Age?</p>

Assessment:

1. Which period of history is closest to modern times?
2. Which of these dates is the furthest back in time?
3. What might a Stone Age dwelling be made from?
4. True or false? Archaeological evidence can sometimes be incomplete or damaged, making it difficult to understand everything about the past?
5. Which Stone Age site was the Amesbury Archer discovered near?
6. Which two metals do you need to make bronze?
7. Why was bronze better than stone for making tools and weapons?
8. How did coins make trade easier in the Iron Age?
9. What did people in Iron Age Britain export?
10. How did the discovery of new materials and technologies change lives in prehistoric Britain?

Skills Catcher (Optional)

Knowledge Catcher (Optional)



History - Year 3- Medium Term Plan  
Spring 2, Unit 2: Why did the Romans settle in Britain?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:  What was it like to live in Ancient Rome?	To investigate life in Ancient Rome by looking at its buildings.	<ul style="list-style-type: none"> <li>- I can identify where Ancient Rome was located.</li> <li>- I can find out about Ancient Rome by exploring its buildings.</li> <li>- I can explain what was important to people in Ancient Rome.</li> </ul>	- The Roman Empire and its impact on Britain.	<ul style="list-style-type: none"> <li>- archaeology</li> <li>- chariot races</li> <li>- civilisation</li> <li>- hygiene</li> <li>- inference</li> <li>- leisure</li> <li>- myth</li> <li>- remains</li> <li>- Romans</li> <li>- ruins</li> <li>- society</li> <li>- structure</li> </ul>	Watch Pupil video: Romulus and Remus Have ready Presentation: Exploring Ancient Rome. Print in advance Resource: Buildings of Ancient Rome - part one (one copy). Resource: Buildings of Ancient Rome - part two (one copy). Activity: Exploring life in Ancient Rome (five copies). Activity: Question cards (one each). Answer sheet: Exploring life in Ancient Rome. Resource: Question stems (support - see Adaptive teaching).
Two:  Why did the Romans invade and settle in Britain?	To explore the causes of the Roman invasion of Britain.	<ul style="list-style-type: none"> <li>- I can explain the meaning of the words 'empire', 'invasion' and 'settlement'.</li> <li>- I can discuss the chronology of the Roman invasion.</li> <li>- I can analyse the different reasons for the Roman invasion of Britain.</li> </ul>	- The Roman Empire and its impact on Britain.	<ul style="list-style-type: none"> <li>- AD (Anno Domini)</li> <li>- BC (Before Christ)</li> <li>- Celts</li> <li>- chronology</li> <li>- conquer</li> <li>- emperor</li> <li>- Emperor Claudius</li> <li>- empire</li> <li>- enslaved</li> <li>- expand</li> <li>- invasion</li> <li>- Julius Caesar</li> <li>- sequence</li> <li>- settlement</li> </ul>	Watch Teacher video: Causes and consequences Pupil video: Why did the Romans invade and settle in Britain? Have ready Presentation: Where would you find me? Presentation: Empire, invasion and settlement. Presentation: True or false?

					<p>Link: Kapow Primary timeline.</p> <p>Link: The history of the Romans on VideoLink</p> <p>Print in advance</p> <p>Activity: Roman Britain timeline (one each). Activity: Roman Britain timeline: support version (see Adaptive teaching).</p> <p>Activity: True or false (pre-cut, one between two).</p> <p>Answer sheet: Roman Britain timeline. Resource: Knowledge organiser</p>
<p>Three:</p> <p>How did Britons respond to the Roman invasion?</p>	<p>To investigate the different responses to the Roman invasion using a range of sources.</p>	<ul style="list-style-type: none"> <li>- I can explain how the Celts responded to the Roman invasion.</li> <li>- I can use this knowledge in a debate.</li> <li>- I can decide whether evidence is a primary or secondary source</li> </ul>	<p>- The Roman Empire and its impact on Britain.</p>	<ul style="list-style-type: none"> <li>- Boudicca</li> <li>- Iceni</li> <li>- King Prasutagus</li> <li>- primary source</li> <li>- secondary source</li> <li>- tribes</li> </ul>	<p>Have ready</p> <p>Presentation: Brain dump.</p> <p>Presentation: The divided tribe.</p> <p>Presentation: Boudicca.</p> <p>Presentation: Accepting Roman rule – the pros and cons.</p> <p>Presentation: Primary or secondary?</p> <p>The children’s Activity: Timeline from Lesson 2.</p> <p>Whiteboards and pens (one each).</p> <p>Link: BBC - Roman ballista bolt from Maiden Castle. Print in advance</p> <p>Activity: Debating sentence stems (optional - see Adaptive teaching).</p>
<p>Four:</p> <p>Why was the Roman army so successful?</p>	<p>To explore how the Roman army was so successful using a range of sources.</p>	<ul style="list-style-type: none"> <li>- I can explain why the Romans needed a powerful army.</li> <li>- I can recognise the importance of some Roman army formations.</li> <li>- I can explain how the Roman army’s structure, discipline and equipment made it so successful.</li> </ul>	<p>- The Roman Empire and its impact on Britain.</p>	<ul style="list-style-type: none"> <li>- armour</li> <li>- centurion</li> <li>- century</li> <li>- cohort</li> <li>- contubernium</li> <li>- cuneus (wedge)</li> <li>- legate</li> <li>- legion</li> <li>- military formation</li> </ul>	<p>Watch</p> <p>Pupil video: The Roman army</p> <p>Have ready</p> <p>Presentation: Retrieval race.</p> <p>Presentation:</p>

				<ul style="list-style-type: none"> <li>- scutum</li> <li>- testudo (tortoise)</li> </ul>	<p>The Roman Army Quiz: The Roman Army.</p> <p>Whiteboards and marker pens (optional – see Adaptive teaching).</p> <p>Access to a large space to carry out the Roman army drill and manoeuvres (see Main event).</p> <p>Print in advance</p> <p>Resource: Roman army formations (one copy).</p> <p>Resource: Roman army commands (one copy).</p> <p>Resource: Roman army information (one copy).</p> <p>Activity: Roman army research (five copies).</p>
<p>Five:</p> <p>What do artefacts suggest about the lives of Roman soldiers in Britain?</p>	<p>To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.</p>	<ul style="list-style-type: none"> <li>- I can explain why Hadrian's Wall was built.</li> <li>- I can describe the significance of Vindolanda in the history of the Roman Empire.</li> <li>- I can use artefacts to make deductions about the lives of Roman soldiers in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- The Roman Empire and its impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- artefact</li> <li>- border</li> <li>- deduction</li> <li>- Hadrian's Wall</li> <li>- leisure</li> <li>- observation</li> <li>- Vindolanda</li> </ul>	<p>Watch</p> <p>Teacher video: Interpreting sources - using artefacts</p> <p>Have ready</p> <p>Presentation: Bingo – key vocabulary.</p> <p>Presentation: Hadrian's Wall and Vindolanda.</p> <p>Presentation: Where did the Romans who lived in Britain come from?</p> <p>The children's</p> <p>Activity: Timeline from Lesson 2.</p> <p>Print in advance</p> <p>Resource: Bingo (support - see Adaptive teaching).</p> <p>Resource: Vindolanda artefacts (one copy). Activity: Vindolanda artefacts (one each). Answer sheet: Vindolanda artefact Resource: Artefacts word bank</p>



					(support - see Adaptive teaching). Activity: Artefact guide (extension - see Adaptive teaching).
Six:  What was the legacy of the Roman Empire in Britain?	To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.	<ul style="list-style-type: none"> <li>- I can explain when and why the Roman occupation of Britain ended.</li> <li>- I can explain the meaning of the term 'legacy'.</li> <li>- I can evaluate the significance of different Roman legacies.</li> </ul>	- The Roman Empire and its impact on Britain.	<ul style="list-style-type: none"> <li>- aqueduct</li> <li>- government</li> <li>- impact</li> <li>- irrigation</li> <li>- legacy</li> <li>- legal system</li> <li>- state</li> </ul>	Watch Teacher video: Legacy Pupil video: The legacy of the Roman Empire in Britain Have ready Presentation: Speak like an expert. Presentation: Why did the Romans leave Britain? Presentation: Roman legacy diamond nine. Presentation: Definitions (see Adaptive teaching). Presentation: Roman legacy sentence starters. The children's Activity: Timeline from Lesson 2. Dice (one per group of six). Different coloured counters (three per group of six). Print in advance Activity: Roman legacy board game (one per group of six, cards pre-cut).
Assessment: 1. Who was Romulus? 2. In which modern-day country is Rome located? 3. Why did the Romans invade Britain? 4. The process of establishing a community in a new area. Choose the word that matches this definition. 5. Under which emperor did the Romans successfully invade Britain in AD 43? 6. Why did Boudicca rebel against the Romans? 7. Why was the Roman army so effective? 8. Why was there a fort at Vindolanda? 9. Why did the Romans leave Britain? 10. Which of these words come from the Latin word for water? Skills catcher (Optional) Substantive assessment (Optional)					



History - Year 3 - Medium Term Plan  
 Summer 2, Unit 3: What did the Ancient Egyptians believe?



LESSON	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	resources
<p>One:</p> <p>Who were the Egyptians and when did they live?</p>	<p>To know when and where the ancient Egyptians lived.</p>	<ul style="list-style-type: none"> <li>- I can identify ancient civilisations.</li> <li>- I can describe the features of Egypt.</li> <li>- I can sequence key periods on a timeline.</li> <li>- I can identify other events that happened at the same time as the ancient Egyptian civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<ul style="list-style-type: none"> <li>- civilisation</li> <li>- delta</li> <li>- Egypt</li> <li>- Late period</li> <li>- Lower Egypt</li> <li>- Middle Kingdom</li> <li>- New Kingdom</li> <li>- Old Kingdom</li> <li>- period</li> <li>- Ptolemaic period</li> <li>- Nile</li> <li>- Upper Egypt</li> </ul>	<p>Watch:</p> <p>Teacher video: The features of ancient Egypt</p> <p>Teacher video: Teaching chronology</p> <p>Pupil video: The features of Egypt</p> <p>Have ready: Presentation: Egypt.</p> <p>Flipchart or poster paper.</p> <p>A roll of backing paper, cut into sheets approximately 100 cm by 50 cm</p> <p>Alternatively, glue pieces of A4 paper, until approximately 100 cm in length.</p> <p>Rulers</p> <p>Scissors</p> <p>Coloured paper, card or tissue paper</p> <p>Glue sticks</p> <p>Marker pens Link: Kapow Primary timeline.</p> <p>Print in advance: Activity: Civilisation sorting cards</p> <p>Activity: Timeline cards</p> <p>Activity: Timeline: support version</p> <p>Resource: Knowledge organiser</p>
<p>Two:</p> <p>Who were the Ancient Egyptian gods and goddesses?</p>	<p>To explain the importance of the Egyptian gods and goddesses.</p>	<ul style="list-style-type: none"> <li>- I can explain the Egyptian creation story.</li> <li>- I can identify the characteristics of important gods and goddesses.</li> <li>- I can explain the meanings of the symbols and characteristics of my god or goddess.</li> </ul>	<ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<ul style="list-style-type: none"> <li>- Atum</li> <li>- creation story</li> <li>- Horus</li> <li>- Isis</li> <li>- Nun</li> <li>- Osiris</li> <li>- Ra</li> <li>- Sekhmet</li> </ul>	<p>Watch:</p> <p>Pupil video: What did the Egyptians believe?</p> <p>Teacher video: Egyptian beliefs</p> <p>Have ready: Presentation: Quizmaster.</p>

					<p>Presentation: Egyptian gods and goddesses. Colouring pencils Devices Whiteboards and marker pens Link: Kapow Primary timeline. Link: BBC Bitesize - Who were the ancient Egyptian gods? Print in advance: Activity: Egyptian creation storyboard. Activity: Exploring an Egyptian god or goddess.</p>
<p>Three:</p> <p>Why and how did the Egyptians build the pyramids?</p>	<p>To evaluate the challenges of building an Egyptian pyramid.</p>	<ul style="list-style-type: none"> <li>- I can explain why the ancient Egyptians built pyramids.</li> <li>- I can suggest how the ancient Egyptians built pyramids.</li> <li>- I can identify the problems of building a pyramid and suggest solutions.</li> </ul>	<ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<ul style="list-style-type: none"> <li>- casing stones</li> <li>- pharaoh</li> <li>- foundations</li> <li>- limestone blocks</li> <li>- pulley</li> <li>- pyramid</li> <li>- quarrying</li> <li>- ramp</li> <li>- vizier</li> </ul>	<p>Watch: Teacher video: Building pyramids Pupil video: Egyptian pyramids Have ready: Presentation: Pyramids. Audio: The pyramid challenge Whiteboards and marker pens Link: BBC KS2 History - Ancient Egypt pyramids. Link: BBC Class clips - Ancient Egyptian beliefs and the construction of the pyramids Print in advance: Activity: Design proposal Activity: Design proposal: support version</p>
<p>Four:</p> <p>How and why did the Egyptians mummify people?</p>	<p>To explain how and why the Egyptians mummified people.</p>	<ul style="list-style-type: none"> <li>- I can explain the link between ancient Egyptian beliefs and mummification.</li> <li>- I can describe the stages involved in mummification.</li> </ul>	<ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations -an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<ul style="list-style-type: none"> <li>- amulet</li> <li>- canopic jars</li> <li>- embalmer</li> <li>- immortal</li> <li>- linen</li> <li>- natron</li> <li>- preserve</li> <li>- resin</li> <li>- sarcophagus</li> </ul>	<p>Watch: Pupil video: Mummification Have ready: Presentation: Speak like an expert. Presentation: Mummification. Tomatoes Teaspoons Bowls Salt.</p>

					<p>Bicarbonate of soda. Bandages Masking tape A warm, dry area (e.g. near a radiator) to store the mummified tomatoes for a couple of weeks. Devices with a camera. Link: Kapow Primary timeline. Print in advance: Activity: Mummification observations Activity: Sequencing mummification cards.</p>
<p>Five: What does the Book of the Dead tell us about ancient Egyptian beliefs?</p>	<p>To make inferences about Egyptian beliefs, using primary sources.</p>	<ul style="list-style-type: none"> <li>- I can explain which sources are used to discover Egyptian beliefs.</li> <li>- I can identify the meaning of symbols from Egyptian papyrus.</li> <li>- I can explain some Egyptian beliefs about the afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations -an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<ul style="list-style-type: none"> <li>- ankh</li> <li>- Anubis</li> <li>- Book of the Dead</li> <li>- Opening of the mouth ceremony</li> <li>- hieroglyphics</li> <li>- Osiris</li> <li>- papyrus</li> <li>- weighing of the heart ceremony</li> </ul>	<p>Have ready: Presentation: Gimme five. Presentation: The Book of the Dead. Link: BBC History - The afterlife in ancient Egypt Print in advance: Resource: Scenes from the Book of the Dead Downloads Presentation: Reading a papyrus (download from the link: The British Museum - Reading a papyrus</p>
<p>Six: What did the ancient Egyptians believe?</p>	<p>To evaluate significant ancient Egyptian beliefs.</p>	<ul style="list-style-type: none"> <li>- I can assess a video for strengths and areas for development.</li> <li>- I can identify significant aspects of ancient Egyptian beliefs.</li> <li>- I can explain ancient Egyptian beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<ul style="list-style-type: none"> <li>- criteria</li> <li>- historically significant</li> </ul>	<p>Watch: Teacher video: Historical significance Have ready: Presentation: Bingo - key vocabulary. Presentation: Creating a video. Audio: Video challenge. Whiteboards and marker pens Plain or scrap paper.</p>

					Pencil crayons Devices that record video Link: BBC Bitesize - Who were the ancient Egyptian gods? Print in advance: Activity: Video planning Activity: Video planning: support version
Assessment: <ol style="list-style-type: none"> <li>1. Which of the following is <b>not</b> an Egyptian period of history?</li> <li>2. Which river runs through Egypt?</li> <li>3. Pharaohs were important because...</li> <li>4. What was the main role of the Egyptian gods?</li> <li>5. Why were the pyramids built?</li> <li>6. Why are archaeologists uncertain about how the pyramids were built?</li> <li>7. Why did the ancient Egyptians mummify people?</li> <li>8. What was a Book of the Dead?</li> <li>9. What can we learn from a Book of the Dead?</li> <li>10. Why were the Egyptian gods important?</li> </ol> Skill catcher (Optional) Knowledge catcher (Optional)					