

Enquiry: *What happened to the boy behind the golden mask?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BC What a Pharaoh was and the role they played in Ancient Egyptian society The religious beliefs of Ancient Egyptians The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma’at The importance of the Book of the Dead The significance of the Valley of Kings to Pharaohs When Tutankhamun became Pharaoh and when he died The role that Horemheb and Ay played in Tutankhamun’s life as Pharaoh Who Howard Carter was and his work as an archaeologist The significance of the discovery of the tomb of Tutankhamun in 1922 The range of artefacts that the tomb contained What these artefacts suggest about the life and beliefs of Pharaohs Why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt Why the cause of Tutankhamun’s death remains a mystery What the possible causes of his death may have been based on the evidence available <p align="center">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> Photographs Interpretations of hieroglyphics Maps Diaries Artefacts Murals Forensic reports Books Historical fiction <p align="center">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" data-bbox="926 741 1911 1524"> <tr> <td>Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p align="center">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Draw a timeline and describe the main events of the Ancient Egyptian civilisation from 6000 BC to 332 BC Explain what a Pharaoh was and the role they played in Ancient Egyptian society Explain the religious beliefs of Ancient Egyptians Understand the importance of a number of gods in the lives of Ancient Egyptians and reach a judgement regarding why Ma’at may have been the most important Describe and explain the importance of the Book of the Dead Understand the significance of the Valley of Kings to Pharaohs Identify along their timeline when Tutankhamun became Pharaoh and when he died Evaluate the role that Horemheb and Ay played in Tutankhamun’s life as Pharaoh Explain who Howard Carter was and his work as an archaeologist Evaluate the significance of the discovery of the tomb of Tutankhamun in 1922 Identify, observe and describe the range of artefacts that the tomb contained Reach an informed judgement regarding what these artefacts suggest about the life and beliefs of Pharaohs Understand why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt Explain why the cause of Tutankhamun’s death remains a mystery Evaluate the possible causes of his death may have been based on the evidence available and reach a judgement about which they feel most likely, justifying their views <p>Pupils working at greater depth will also:</p> <p>Compare and contrast life in Ancient Egypt during the time of Tutankhamun and Bronze Age Britain and reach an informed judgement regarding where it would have been preferable for ordinary people to have lived</p> <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About life in Bronze Age Britain What a ‘civilisation’ is About the Maya and Ancient Greece civilisations
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