

APS CURRICULUM – HISTORY KS2		What Achievements did ancient Egypt make?		YEAR/ TERM: Year A, Summer Term	
		Knowledge, Skills and understanding breakdown			
YEAR 3 AND 4		Year 3			
National Curriculum Links		Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	
• Hi2/2.3: 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: E.g. Ancient Egypt Pupils should be taught about: • What early civilizations were there, and where were they? • Who were the Egyptians, and where were they based? • What were their achievements, e.g. in religion, construction, writing and technology.		• Can they describe events and periods using words ‘BC’, ‘AD’ and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words ancient and century? • Can they use a timeline within a specific point in history to set out the order things may have happened? • Can they use mathematical knowledge to work out how long-ago events have happened?	• Do they appreciate that early Egyptians would not have communicated as we do, or eaten as we do? • Do they realise that warriors in the past would have fought fiercely using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history?	• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period of history? • Can they research a specific event from the past? • Can they use ‘information finding’ skills in writing to help them write about historical information?	
		Year 3 (More Challenging)			
		• Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exist between different dynasties in Egypt?	• Can they begin to appreciate why the Nile would have been an important feature to Egypt? • Do they appreciate that wars start for specific reasons and can last for a very long time?	• Can they begin to use more than one source of information to bring together a conclusion about a historical event? • Can they use search engines on the internet to help them find information rapidly?	

CORE Learning / Sticky Knowledge	Year 4		
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
- Where is Egypt, and when did events happen? - Know of key chronological events of the Egyptians - Why were the Egyptians successful, what technology/knowledge did they use? - Know the difference between BC and AD	- Can they plot history on a timeline, using centuries? - Can they place periods of history on a timeline showing periods of time? - Can they use their mathematical skills to round up time differences into century and decade?	- Do they know that people who lived in the past cooked and travelled differently and used different weaponry to ours? - Do they recognise that the lives of very wealthy people were drastically different to those of very poor people? - Do they appreciate how items belonging to the past are helping us to build up a accurate picture of how people lived in the past?	- Can they research two versions of a event and say how they differ? - Can they research what it was like for a child in a given period from the past and use photos and illustrations to present their findings? - Can they give more than one reason to support a historical argument? - Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
History Links			
- Children will handle Egyptian artefacts, through the Tullie house Loan Box scheme - Egyptian artwork	Year 4 (More Challenging)		
	Can they use their mathematical skills to help them work out the time differences between events in history?	- Can they recognise that people's way of life in the past was dictated by their work? - Do they appreciate that what people ate was different because of the availability of different sources of food? - Do they understand that wealthy people would have led a different way of life which would have impacted on their health and education?	Can they independently, or as part of a group, present a aspect they have researched about a given period of history, using multi media skills when doing so?