

# Year 3 & 4 Hakuna Matata Spring Topic Knowledge Organiser

Knowledge

Skills

Vocabulary



## Knowledge Progression

What can we quickly find out to add to what we already know about Ancient Egypt?

Where is Egypt and the River Nile?

How can we discover what Ancient Egypt was like over 5,000 years ago?

What sources of evidence have survived and how were they discovered? (Tutankhamun)

So who did build the pyramids?

What does the evidence tell us about everyday life for men, women and children?

Why was the River Nile so important to Ancient Egypt?

Can you help us work out the victims of this 3,000 year old crime?

What did the Ancient Egyptians believe about life after death and how do we know?

How have Africans continued to develop their use of the River Nile and why is it still important in modern times?

## Curriculum Coverage

- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## History Skills Progression

**Year 3** — Place the time studied on a time line, Use dates and terms related to the study unit and passing of time Find out about every day lives of people in time studied, Compare with our life today, Look at representations of the period - museum, cartoons etc , Use a range of sources to find out about a period, Observe small details - artefacts, pictures, Communicate their knowledge through: discussion, writing and making models.

**Year 4** — Place events from period studied on time line, Use terms related to the period and begin to date events , Use evidence to reconstruct life in time studied, Identify key features and events of time studied, Look at the evidence available, Begin to evaluate the usefulness of different sources, Ask a variety of questions, Use evidence to build up a picture of a past event, Recall, select and organise historical information, Communicate their knowledge and understanding.

## Geography Skills Progression

**Year 3**—Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Locate places on larger scale maps e.g. map of Europe, including OS and digital. Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.

**Year 4**—Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. Identify features on an aerial photograph, digital or computer map. Begin to use 8 figure compass and 4 four figure grid references to identify features on a map.\* Begin to match boundaries (E.g. find same boundary of a county on different scale maps.). Name and locate countries in Europe (including Russia) and their capital cities. Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

## Topic vocabulary

Archaeologist, source, evidence, artefact, time line, sequence, site, excavations, mummification, sarcophagus, preservation, embalming, canopic jar, afterlife, mummy, purified, shroud, tomb, slave, camel, dynasty, worship, Amun-Ra, Osiris, Anubis, Horus, plough, mattock, sickle, amulet, cartouche sphinx, scarab, obelisk, archaeology, artefacts, civilisation, scribe, papyrus, hieroglyphs, pyramids, Islam, Arabic, religion, Akhet, Peret, Shemu, Shaduf, basin, irrigation, Howard Carter, Tutankhamun, Lord Carnarvon, pharaoh, queen, Ancient Egypt, Africa, Aswan Dam, River Nile, bank, bed, current, flood, flood plain, irrigation, load, meander, mouth, mudflats, river.

## Historical enquiry

Where does Ancient Egypt fit and affected today's world?

on a timeline of world history? How does life during those times compare with life today? How has the Ancient Egyptian influenced

tians influenced



**Year 1-2 History:** changes within living memory. the lives of significant individuals in the past who have contributed to national and international achievements (Rothschild), events beyond living memory that are significant nationally or globally eg festivals, significant historical events, people and places in their own locality. Looking at changes in toys that children played with from Victorian era to WWI & WWII through to current day.

**Y1-2 Geography:** identify local landmarks on a map, looking at where Chesham, Buckinghamshire, Tring and Hertfordshire are on a UK map. Looking at types of physical and human geography surround local area, naming and locating the world's seven continents and 5 oceans.

**Y5-6 History: I have a dream** (Black history) —a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **Raiders, Invaders and Settlers**—Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. **Blitzed**—WWII local study, **Bean to Bar**—a study of ancient Maya, **Crime and Punishment**—a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

**Y5-6 Geography: I have a dream** (Black history) —North and South America's physical and human geographical characteristics, countries and major cities. **Alien Invasion**— travel guide to the world and UK local study, **Blitzed**—UK geographical study, **Bean to Bar**—North and South America's physical and human geographical characteristics, countries and major cities.