



Lancaster Christ Church C of E Primary School

Have Faith...In yourself...In others...In God.

Year 6: History Curriculum

Autumn term: 'Why did the Ancient Egyptians build pyramids?'

<p>Overview of unit: The unit begins by exploring who the Ancient Egyptians were and how archaeologists uncovered their secrets, before moving on to examine what life in Ancient Egyptian society was like. Pupils then investigate how Egyptians travelled and traded to understand how their civilisation grew in power and wealth. Building on this knowledge, the unit looks closely at why and how the pyramids were built, linking engineering, belief, and leadership. Finally, pupils explore Ancient Egyptian religious beliefs to explain why the pyramids were so important and answer the overarching enquiry question.</p>		<p>Key vocabulary: Civilisation, BC, BCE, Fertile, laws, taxes, subjects, pyramid, chariot, excavation, Valley of the Kings, hieroglyphics, tomb, Rosetta translate, scribe, religion, religious, afterlife, soul, Ba, mummification, canopic jars, continuity, ancient, trade</p>
<p>Prior learning relevant to the unit:</p> <ul style="list-style-type: none"> Year 5: Summer term: "How did the Ancient Greeks influence our lives today?" Year 4: Summer term: "Did the Maya discover chocolate?" 		<p>Links to future learning:</p> <ul style="list-style-type: none"> KS3 National Curriculum: <i>Pupils should be taught about at least one study of a significant society or issue in world history and its interconnections with other world developments.</i>
<p>Structure of unit:</p> <ol style="list-style-type: none"> Who were the Ancient Egyptians and how were their secrets revealed? What was Ancient Egyptian society like? How did the Ancient Egyptians travel and trade? Why and how were pyramids built? What did the Ancient Egyptians believe in? 	<p>How this unit fits within the National Curriculum for History: <i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 	<p>End of Year Expectations:</p> <p><u>Chronology:</u></p> <ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales <p><u>Events, People and Changes:</u></p> <ul style="list-style-type: none"> Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. <p><u>Interpretation, Enquiry and Using Sources:</u></p> <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others. <p><u>Communication:</u></p> <ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings
<p>Key knowledge for retrieval:</p> <ul style="list-style-type: none"> The Ancient Egyptians lived along the River Nile over 5,000 years ago and built one of the world's earliest civilisations. Much of what we know today comes from archaeological discoveries such as Tutankhamun's tomb, found by Howard Carter in 1922. The Rosetta Stone helped historians decode hieroglyphics, revealing Egyptian writing and records. Artefacts, tombs, and temples give evidence about their daily life, beliefs, and achievements. Egyptian society was organised in a hierarchy with the pharaoh at the top, followed by priests, nobles, scribes, craftsmen, farmers, and labourers. People had different roles depending on their position, from ruling and writing to farming and building. The Nile shaped daily life, providing water, fertile land, and food. Towns and cities had markets, workshops, and temples at their centre. The River Nile was the main transport route, used for travelling, transporting goods, and communication. Egyptians traded goods such as grain, gold, papyrus, linen, and pottery with nearby regions like Nubia and the Mediterranean. Boats made from wood or reeds were essential for trade and transport. Trade helped Egypt grow wealthy and powerful 		<p>Links with other learning across the curriculum:</p> <ul style="list-style-type: none"> <u>English:</u> Core text: Secrets of a Sun King (Emma Carroll) <u>Science:</u> Electricity <i>Design and make an alarm system to protect pyramids from tomb raiders</i> <u>Geography:</u> "Why is the River Nile so important to Egyptians?" <u>Art and Design:</u> "Why were death masks so important in Ancient Egypt?"

In yourself... In others... In God.

"For nothing will be impossible with God" Luke 1:37

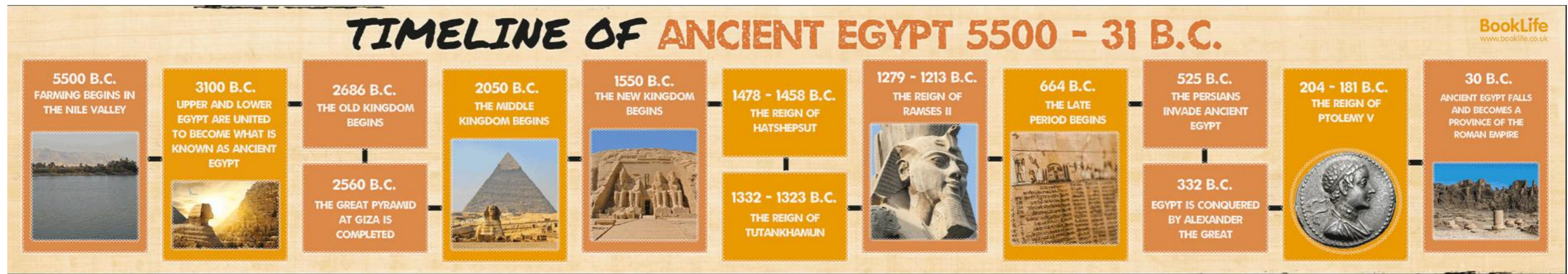


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- Pyramids were built as **tombs for pharaohs**, designed to protect their bodies and possessions for the afterlife.
- They were constructed using huge limestone blocks moved by teams of skilled workers, ramps, sledges, and simple tools.
- Building a pyramid took many years and required careful planning, organisation, and thousands of workers.
- The shape of the pyramid may have symbolised the sun's rays or helped the pharaoh's soul reach the afterlife
- Egyptians believed in **many gods and goddesses**, each with different powers (e.g., Ra, Osiris, Isis).
- They believed in an **afterlife**, where the soul lived on if the body was preserved.
- **Mummification** was used to prepare the body for the afterlife.
- Religious beliefs influenced daily life, festivals, temple building, and the construction of pyramids.

Core timeline



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