Newquay Primary Academy – History Autumn 1 Sequence

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Prior knowledge Children will have learnt about local history Ancient Egypt	Prior knowledge Pupils will have learnt about the Celts Ancient Egypt	Prior knowledgePupils will have learnt of other invaders and settlers and why people relocateAncient Egypt	Prior knowledge Pupils will have learnt about the Victorian practices in the History of Medicine. Ancient Egypt
INTENT	Pupils will understand key themes from Ancient Egypt, the role the River Nile played in developing these and look at the ways Ancient Egypt changed.	Pupils will understand key themes from Ancient Egypt, the role the River Nile played in developing these and look at the ways Ancient Egypt changed.	Pupils will understand key themes from Ancient Egypt, the role the River Nile played in developing these and look at the ways Ancient Egypt changed.	Pupils will understand key themes from Ancient Egypt, the role the River Nile played in developing these and look at the ways Ancient Egypt changed.
	Loootion origin in	Location origin in actilomenta	Location origin in	Logation origin in
	Location, origin in settlements around the Nile,	Location, origin in settlements around the Nile, living by the	Location, origin in settlements around the	Location, origin in settlements around the
	living by the Nile, the role of	Nile, the role of the Nile in	Nile, living by the Nile, the	Nile, living by the Nile, the
VOCABULARY /	the Nile in developing belief	developing belief systems as	role of the Nile in	role of the Nile in
STICKY KNOWLEDGE	systems as well as	well as agriculture. How the	developing belief systems	developing belief systems
	agriculture. How the power	power structures (pharaohs,	as well as agriculture. How	as well as agriculture. How
	structures (pharaohs, the	the double crown) were linked	the power structures	the power structures
	double crown) were linked	to the geography of Egypt;	(pharaohs, the double	(pharaohs, the double
	to the geography of Egypt;	how they were sustained	crown) were linked to the	crown) were linked to the
	how they were sustained	through art, writing, belief	geography of Egypt; how	geography of Egypt; how
	through art, writing, belief	systems. Ancient Egyptian	they were sustained	they were sustained
	systems. Ancient Egyptian	religion, government, art,	through art, writing, belief	through art, writing, belief
	religion, government, art,	great monuments, beliefs	systems. Ancient Egyptian	systems. Ancient Egyptian
	great monuments, beliefs	about death, farming. How	religion, government, art,	religion, government, art,
	about death, farming. How	Egypt changed through time -	great monuments, beliefs	great monuments, beliefs
	Egypt changed through	kingdoms, art, pyramids,	about death, farming. How	about death, farming. How
	time - kingdoms, art,	beliefs and writing.	Egypt changed through	Egypt changed through
	pyramids, beliefs and	Disciplinary focus:	time - kingdoms, art,	time - kingdoms, art,
	writing.	change/continuity In what	pyramids, beliefs and	pyramids, beliefs and
	Disciplinary focus:	ways did ancient Egypt	writing.	writing.

	change/continuity In what ways did ancient Egypt change?	change?	Disciplinary focus: change/continuity In what ways did ancient Egypt change?	Disciplinary focus: change/continuity In what ways did ancient Egypt change?
SEQUENCE OF LESSONS	 Howard Carter gets a big surprise. How did the Ancient Egyptians live? How did Egypt change over time? What did Ancient Egyptians believe? What did Ancient Egyptians believe about death? How did the Ancient Egyptians write? 	 Howard Carter gets a big surprise. How did the Ancient Egyptians live? How did Egypt change over time? What did Ancient Egyptians believe? What did Ancient Egyptians believe about death? How did the Ancient Egyptians write? 	 Howard Carter gets a big surprise. How did the Ancient Egyptians live? How did Egypt change over time? What did Ancient Egyptians believe? What did Ancient Egyptians believe about death? How did the Ancient Egyptians write? 	 Howard Carter gets a big surprise. How did the Ancient Egyptians live? How did Egypt change over time? What did Ancient Egyptians believe? What did Ancient Egyptians believe What did Ancient Egyptians believe How did the Ancient Egyptians write?
OUTCOME / COMPOSITE	Invite parents in prior to collections and children share their learning.	Pupils create Hieroglyphics posters with some of the key knowledge that they have remembered from the unit.	Create an Ancient Egyptian podcast where the children discuss different elements from the unit of learning and take turns in acting as the host.	Children perform heart weighing ceremonies in small groups taking on the roles of different Egyptian Gods.