

Progress Document- What have we learnt from the Ancient Egyptian?. - Year 3

| Previous Years End of Expectations | | End of year Expectations to be met in this topic | |
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| Chronology-Long arc of development-significant events - The process of change- the impact on our society | <ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Recount changes that have occurred in their own lives. Use dates where appropriate. | Chronology-Long arc of development-significant events | Understand the concept of change over time, representing this, along with evidence, on a time line. |
| Life achievements of the society/significant people | <ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. | Life achievements of the society/significant people | Compare some of the times studied with those of other areas of interest around the world. <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. |
| Interpretations of the past- | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? · Identify some of the different ways the past has been represented | Interpretations of the past- the process of change- the impact on our society | Use evidence to ask questions and find answers to questions about the past. <ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. |
| Communication | <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace | Communication | <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past |
| National Curriculum Links | | | Key Vocabulary |
| <ul style="list-style-type: none"> Give an overview of the achievements of the earliest civilizations –where and when the first civilizations appeared and a depth study of Ancient Egypt | | | The Nile, Pharaoh, tomb, province, empire, trade, royalty, battle |
| Key Knowledge | | | Enhancements and links with other subjects |
| <ul style="list-style-type: none"> 7500BCE First settlers in the Nile Valley 3500BCE First use of the hieroglyphic symbols196 BCE Rosetta Stone carved30 BCE Egypt becomes a Roman province 2650 BCE first step pyramid built 1472BC Hatshepsut became caretaker ruler (Later declares herself pharaoh) 13336 BCE Tutankhamen becomes pharaoh 1922 CE Howard Carter discovers Tutankhamen’s tomb. | | | Geography year 2 Non-European Study: Egypt Trade Links with Romans, Anglo Saxons of year 4 Romans empire expansion Year 6 Medicines Topic |
| End of next years expectations | | | |
| Chronology-Long arc of development-significant events -The process of change- the impact on our society | <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. Give a broad overview of life in Britain from ancient until medieval times. | | |
| Life achievements of the society/significant people | <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concept of change over time, representing this, along with evidence, on a time line. | | |
| Interpretations of the past- | <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. • Suggest causes and consequences of some of the main events and changes in history | | |
| Communication | <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past | | |