Class 2

Autumn 2021

Stone Age vs. Egyptians

Half Term 1: Stone Age

Half Term 2: Egyptians

Curriculum Intent:

To foster children who are aware of the world and their position within it by knowing how lucky they are and how others are far less fortunate. To actively be able to look out for, support and show kindness and empathy towards others, so they become citizens of the world whose aim is the betterment of society. To know and to be proud of where they are from and to fluently use a wide range of appropriate vocabulary when discussing and writing across our wide curriculum.

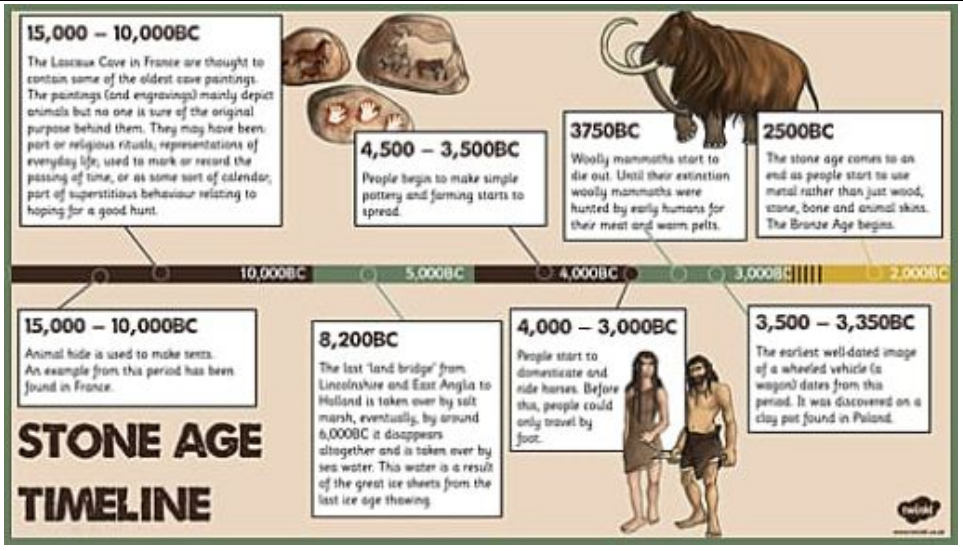
The children will appreciate how our modern society has developed thanks to the very first civilisations of the Stone Age and Ancient Egyptians. They will consider how important it is to look after and preserve historical artefacts so that we can learn about our past cultures. Through finding out about the discover of Tutankhamun's Tomb in 1922, the children will learn about the importance of perseverance to achieve their goals. The children will learn and use a wide range of historical vocabulary through studying these eras in detail.

Morley Journey	
Whole School	
Class 1	
Class 2	Half of the class will know when the Romans rule Britain which will put into context how long the Stone Age – Iron Age lasted. They will have learnt about Celtic tribes and Boudica.
Class 3	
Subjects	**Areas Covered**
English/Books	Stone Age Boy How to Wash a Woolley Mammoth Secrets of a Sun King The Time Travelling Cat and the Egyptian Goddess
Science	Year 3 Rocks and Soils Year 3 Light – Recognise that we need light in order to be able to see (why can't an archaeologist see everything in a newly discovered Egyptian tomb?). Explore how light is reflected from surfaces. Explore the Sun as a light source linked to finding out about Ancient Egyptians beliefs that the Sun was a God called Ra. Investigate what shadows are and why they are formed. Investigate how the size of shadows change throughout the day – linked to Egyptian sundials.
History	Changes in Britain from the Stone Age to the Iron Age. An in-depth study of the achievements of the Ancient Egyptians.

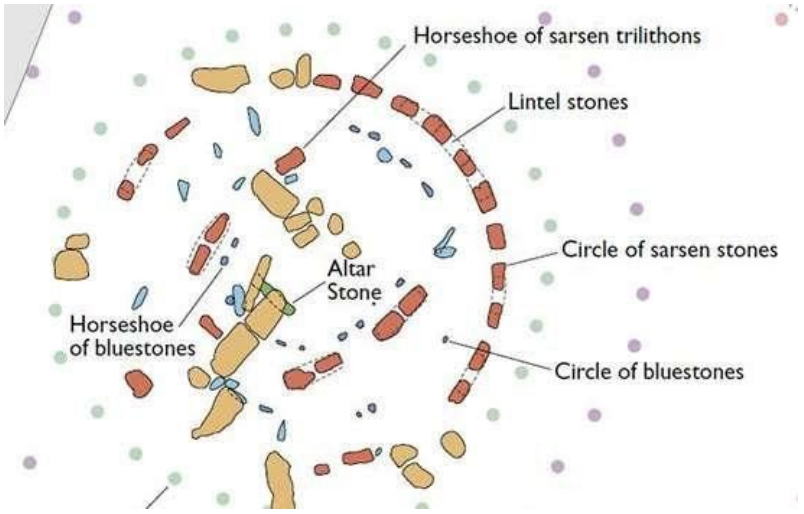
	Understand how our knowledge of the past is constructed from a range of sources.
Geography	UK to Egypt comparison (climate, temperature, population). Holidaying to Egypt. Locate Egypt on a map and identify major cities and features. Stone Age Settlements
Art	Make papyrus paper, tell stories using Egyptian hieroglyphs. Cave paintings – themes, patterns and colours. Stonehenge art.
D&T	The history of jewellery and geography of where different gemstones can be found. Design and make their own Egyptian style jewellery.
Music	Music Express and Wider Opportunities
Computing	
RE	L2.9 What can we learn from religions about deciding what is right and wrong? L2.5 Why are festivals important to religious communities?
PHSE	Relationships and Bullying Matters
Enrichment	Creswell Crags (Stone Age) Bagshaw Museum (Egyptians)

Key Knowledge: Half Term 1 Stone Age

What I should know at the start of the topic	• Where Britain is located in the world and what our climate and temperature is like now (to compare to the Ice Age) • What a settlement is and what is needed for groups to be able to settle in one location.
Significant People	• John Moore was an amateur architect local to Star Carr (Yorkshire) who found ten sites in the area from 1947. He then contacted Grahame Clark, who was looking to excavate a Mesolithic site and from 1949-1951 Clark excavated Star Carr.
Derby	• Creswell Crags is a spectacular magnesian limestone gorge that straddles the border between Derbyshire and Nottinghamshire. It is dotted with a large number of caves, crevices and rock shelters, many of which harboured secrets from our Prehistoric past.  This work of art was found in a cave at Cresswell Crags, Derbyshire. It was made around 12,000 years ago. The Stone Age artist used a sharp stone to scratch the outline of a horse onto a piece of bone. • In 2011, a Stone Age village was found to be home to Derbyshire's first farmers and potters. Finds such as pottery, tools and ancient barley grain were made in Peak District Fields near Wirksworth.
Key Information	• The Stone Age is named after stone tools that the earliest humans used to help them survive. They used them to kills animals e.g. mammoths for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together. People in the Stone Age moved from place to place with the

	seasons in order to keep safe and warm and to follow the animals they hunted. • **Star Carr** is a Mesolithic site in North Yorkshire. It is one of the world's most important archaeological sits because it has helped us to understand what life was like in Britain over ten thousand years ago. Many flint artefacts were found and have taught us about the different tools used during this era. Twenty-one headdresses were also found which were made out of the skulls and antlers or red deer – these are very rare as only a few others have been found in Europe. • **Skara Brae** was discovered after a storm in AD 1880 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. Not all of the houses were built at the same time; the later ones are slightly bigger but they have very similar features such as a central firepit and stone shelves. The village tells us a lot about life in the late Stone Age, including what people ate and what tools they used. • **Stonehenge** is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age. Originally, it was just an earthwork and up to 150 people were buried there. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales. • **Maiden Castle** in Dorset is one of the largest Iron Age hill forts in Europe. People lived in tribes in the Iron Age but as the tribes began to fight, some built hill forts to defend themselves. Maiden Castle is as big as fifty football pitches. It is very steep to make it difficult to attack and there are lots of levels. It is not made from stone but carved into the hill. There were no mechanical diggers so it all had to be dug by hand. The tribe would have lived in roundhouses at the top of the hill fort so they could see any enemies approaching.
Diagrams	





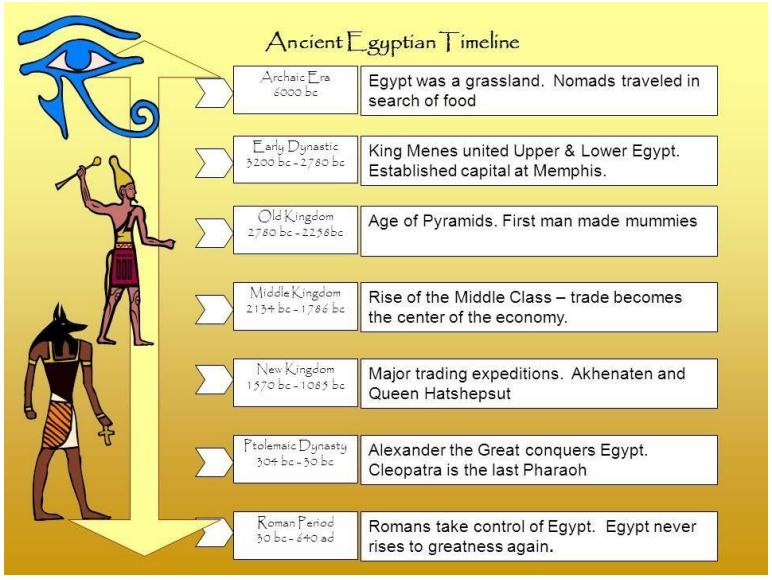
Vocabulary Ninja

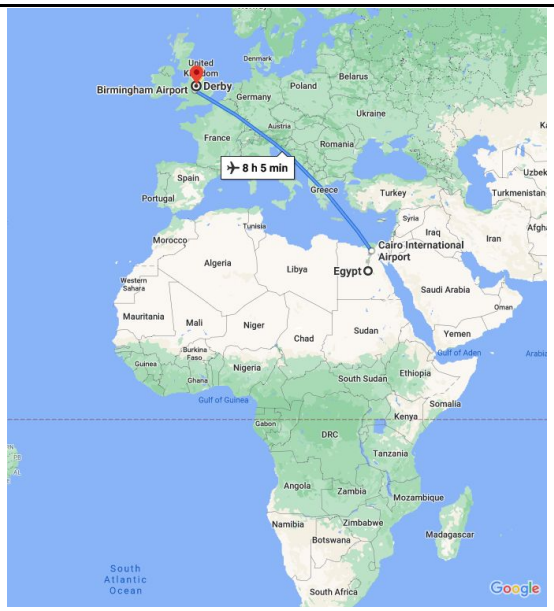


Primitive	*The earliest age or period.*
Prehistory	*The study of prehistoric man.*
Hunter Gatherer	*A member of a culture in which food is gotten by hunting, fishing, and gathering rather than by agriculture.*
Evolution	*A process of change in a certain direction.*
Civilisation	*A group of people with their own languages and way of life.*
Artefact	*Any object made or modified by a human culture, and later recovered by an archaeological dig.*
Archaeology	*The science that deals with past human life as shown by fossil relics and the monuments and tools left by ancient people.*
Nomad	*A person that has no fixed home but wanders from place to place.*
Tool	*A device used or worked by hand or by a machine.*
Palaeolithic	*The Palaeolithic refers to the prehistoric period when stone tools were made by humans.*
Mesolithic	*The Mesolithic was a period in the development of human technology between the Palaeolithic and Neolithic periods of the Stone Age.*
Neolithic	*The Neolithic period is the time when farming was invented and when people started caring for animals, such as cows, sheep and pigs.*

Key Knowledge: Half Term 2 Egyptians

What I should know at the start of the topic	• Where Africa is located in relation to Britain. • The longest river in the world is the River Nile. • What a hunter gatherer was and how they were different to Nomads.
Significant People	• Tutankhamun • Cleopatra • **Howard Carter** was an English archaeologist who made one of the most crucial archaeological finds when he discovered Tutankhamun's tomb in 1922. The dig was backed by **Lord Carnarvon,** who wanted to call off the search after six fruitless years of searching, but Howard Carter convinced him to stick it out for one more season; resulting in the 20th centuries most famous find.
Derby	• Joseph Strutt, the former Mayor of Derby and a collector of antiquities gifted two Egyptian mummies to the Derby Museum and Art Gallery and they have been on display since it opened in 1879. • An Ancient Egyptian tool found in Derbyshire wardrobe. The 4,500-year-old wooden maul, or mallet, used by Egyptian craftsmen, had been stored in the wardrobe in Derbyshire to protect it from sunlight.
Key Information	• The Ancient Egyptian civilisation began **5,000** years ago when people started building villages next to the River Nile in **North-East Africa**. It lasted for around **3,000** years; they were the longest surviving civilisation ever. The river was an important source of water in a hot and dry desert landscape. It enabled the ancient Egyptians to grow lots of crops like wheat, barley, fruit and vegetables. They also grew flax to make clothes and papyrus to make paper. • The Ancient Egyptians were experts at farming and construction because they were very inventive. They invented a **solar calendar** (a calendar based on the sun) and a writing system called **hieroglyphs**. The ancient Egyptians were ruled by kings and queens called **pharaohs**. Religion was an important part of their civilisation. They worshiped over 2,000 gods and goddesses! • The Ancient Egyptians also believed in a never-ending **afterlife**. They thought it was more important than their life on Earth, so

	they spent a lot of time planning for their death. The Ancient Egyptians preserved the bodies of important people through **mummification**. They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant **pyramids**. • We know about the Ancient Egyptians from the discovery of lots of buildings, monuments, objects and mummies. The practice of studying these items is called **Egyptology** and the people who study them are called **Egyptologists**. An Egyptologist is an archaeologist who specialises in Ancient Egypt.
Diagrams	



	A	vulture		M	owl
	B	leg		N	water
	D	hand		P	stool
	F	viper		Q	hill
	G	stand		R	mouth
	H	rope		S	cloth
	I	reed		T	loaf
	J	serpent		W	chick
	K	basket		Y	reeds
	L	lion		Z	bolt

Some figures of Egyptian mythology

name	description
Amon	one of the chief gods
Bastet	goddess of music and pregnant women; cat-headed
Hathor	goddess of women and love; cow-headed
Horus	god whose eyes were the Sun and the Moon; appeared as a falcon
Isis	important goddess; wife of Osiris and mother of Horus
Khnum	god of fertility; ram-headed
Mont	god of war; falcon-headed
Nut	goddess of the sky
Osiris	important god of the underworld
Re	chief Sun god
Seth	god of disorder; had some features of a dog
Thoth	god of the Moon, wisdom, and writing; ibis-headed

Vocabulary Ninja



Tomb	*A house or burial chamber for dead people.*
Hieroglyph	*A character used in hieroglyphic writing.*
Sarcophagus	*A stone coffin.*
Cartouche	*An oval name plate attached to a coffin with the person's name written on it.*
Dynasty	*A succession of rulers of the same line of descent.*
Afterlife	*An existence after death.*
Preserve	*To keep or save from ruin,*
Revolutionary	*Bringing about an important change.*
Ancient	*Having existed for many years.*
Pharaoh	*A ruler of Ancient Egypt.*
Ra	*God of the Sun and chief deity of Ancient Egypt.*
Fertile	*Producing vegetation or crops plentifully.*