



Scheme of Work		
Years: 3&4	Title: Walk like an Egyptian	Weeks: 6 weeks
<p>Rationale</p> <p>This unit develops pupils' understanding of Ancient Egypt through historical enquiry, rich literature and the interpretation of evidence. Pupils explore how historians use artefacts, texts and sources to understand the past while developing curiosity, questioning and critical thinking. Through learning about Egyptian civilisation, pupils investigate how geography, beliefs and daily life shaped people's experiences and how Ancient Egypt continues to influence the modern world.</p> <p>Texts and learning experiences encourage pupils to interpret evidence, compare perspectives and communicate ideas through discussion, writing and practical outcomes while strengthening confidence, vocabulary development and historical understanding.</p> <p>Within the Storybrook context, carefully selected texts and practical experiences provide opportunities for curiosity, belonging and engagement while supporting pupils to develop confidence, resilience and increasingly independent thinking.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> locate Ancient Egypt in time and place and understand the significance of the River Nile identify and describe features of Egyptian civilisation and daily life explore the roles and responsibilities of different groups within Egyptian society investigate beliefs, traditions and the importance of the afterlife in Ancient Egyptian culture retrieve, interpret and use evidence from artefacts, images, texts and historical sources ask questions and explain ideas using historical vocabulary and evidence identify similarities and differences between Ancient Egypt and modern life communicate understanding through discussion, writing and practical experiences apply increasingly ambitious vocabulary in spoken and written work develop curiosity, historical enquiry skills and confidence in communicating ideas 		
<p>Adaptive Teaching</p> <p>Examples of adaptation within this unit include:</p> <ul style="list-style-type: none"> visual timetables and now/next supports vocabulary pre-teaching and rehearsal sentence stems and modelling chunked instructions and reduced cognitive load oral rehearsal before recording ideas alternative recording methods (drawing, practical outcomes, verbal responses) sensory and movement opportunities where needed emotional check-ins and regulation support <p>Challenge and Greater Depth Opportunities</p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> increasingly independent application of learning deeper questioning and higher-order thinking interpretation and evaluation of evidence more sophisticated use of disciplinary and subject-specific vocabulary 		



- extended reasoning and justification of ideas
- leadership, collaboration and peer-support opportunities
- greater complexity within written, practical and presentation outcomes
- opportunities to make connections across subjects and contexts
- evaluate the significance of Ancient Egyptian achievements and beliefs
- compare evidence from different sources and justify conclusions
- explain how geographical features influenced civilisation development

<p>Hook</p> <p>Create an Ancient Egypt Discovery Chamber / Archaeologist Investigation Zone containing:</p> <ul style="list-style-type: none"> • replica artefacts (<i>scarab beetles, amulets, papyrus paper, hieroglyphics, canopic jars</i>) • Egyptian images and symbols • mystery scrolls with hieroglyphic messages • sand trays containing hidden objects or clues • maps showing Ancient Egypt and the River Nile • photographs of pyramids, temples and artefacts • Egyptian music or sound effects • labelled “archaeologist evidence bags” <p>Pupils explore, discuss and make predictions:</p> <ul style="list-style-type: none"> • <i>What clues can you see?</i> • <i>What do these objects tell us?</i> • <i>Who might have used these objects?</i> • <i>What do you think life in Ancient Egypt was like?</i> • <i>How do we know these things happened in the past?</i> <p>Opening challenge How do historians know what Ancient Egypt was really like?</p>	<p>Writing outcomes</p> <p>By the end of the unit pupils will:</p> <ul style="list-style-type: none"> • orally rehearse ideas before writing • write descriptive phrases and sentences using ambitious Ancient Egypt vocabulary • compose diary entries, letters or reflections linked to experiences in Ancient Egypt • create information and explanation writing linked to Egyptian civilisation, beliefs and daily life • write short comparative responses identifying similarities and differences between Ancient Egypt and modern life • use evidence from artefacts, texts and historical sources to communicate ideas and interpretations • create captions, labels and descriptions linked to artefacts, maps and historical evidence • communicate opinions and historical understanding using evidence from discussion and research • edit and improve writing through discussion, peer support and adult guidance
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • an Ancient Egypt Showcase shared with adults, peers or visitors • a collection of spoken, practical and written learning evidence • an information text, diary entry, explanation or historical writing outcome demonstrating use of ambitious vocabulary and historical understanding • comparative work linked to Ancient Egypt and modern life • labelled artefacts, maps, timelines or evidence-based historical responses • vocabulary-rich classroom display work linked to civilisation, beliefs and historical enquiry 	<p>Success Criteria:</p> <p>By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary within discussion and learning activities • identify and discuss features of Ancient Egyptian civilisation and daily life • explain how the River Nile supported Ancient Egyptian communities • retrieve information and interpret evidence from artefacts, images and historical sources • identify and explain similarities and differences between Ancient Egypt and modern life • communicate ideas and historical understanding using evidence and historical vocabulary



<ul style="list-style-type: none"> • a practical outcome linked to Egyptian life (e.g. hieroglyphic messages, artefact replicas, artwork or models) • a shared presentation, storytelling activity or historical performance outcome demonstrating understanding and communication skills 	<ul style="list-style-type: none"> • participate in discussion, collaborative activities and practical learning opportunities • compose and record written responses using appropriate vocabulary and sentence structures • communicate learning confidently through a final outcome or presentation
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<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain significant features of Ancient Egyptian civilisation • interpret evidence from historical sources • compare Ancient Egypt with other historical periods • justify ideas using historical vocabulary

<p>Common Misconceptions</p> <ul style="list-style-type: none"> • Ancient Egypt was a country that still exists in the same way today • all Ancient Egyptians were pharaohs, wealthy or lived in pyramids • pyramids were homes where people lived every day • all Egyptians had the same jobs, lifestyles and experiences • the River Nile was simply a river and was not important to Egyptian civilisation • mummies and pyramids tell historians everything about Ancient Egypt • all historical sources give complete and perfectly accurate information • artefacts only tell one story or have one meaning • historians know exactly what happened in the past with complete certainty • Ancient Egyptian beliefs and traditions were the same as modern beliefs and traditions 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <ul style="list-style-type: none"> • Ancient Egypt developed around the River Nile and the river supported farming, transport and settlement • Ancient Egyptian society had different groups of people with different roles and responsibilities • beliefs and the afterlife were important parts of Ancient Egyptian life and culture • historians use artefacts, texts and evidence to learn about the past • different sources and evidence help us understand what life may have been like in Ancient Egypt • Ancient Egypt has influenced aspects of the modern world including writing, architecture and historical understanding.
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<p>Retrieval Opportunities</p> <p>Week 1 - recall prior learning linked to chronology and historical enquiry; discuss existing knowledge and misconceptions about Ancient Egypt; revisit vocabulary linked to civilisation, settlement and communities</p> <p>Week 2 - retrieve information about the River Nile and Egyptian settlements; recall key vocabulary through discussion and oral rehearsal; identify why geography influenced where people lived</p> <p>Week 3 - retrieve information about Egyptian society and daily life; recall roles and responsibilities within Egyptian communities; compare similarities and differences between Ancient Egyptian and modern life</p>



Week 4 - revisit beliefs, gods and the importance of the afterlife; retrieve information from texts, artefacts and images; explain ideas using evidence and historical vocabulary

Week 5 - retrieve information about mummification and archaeology; revisit how artefacts help historians understand the past; identify what evidence can tell us and its limitations

Week 6 - revisit sticky knowledge from across the unit; retrieve learning linked to chronology, civilisation and historical enquiry; justify understanding using evidence and reflect on how thinking has changed

Prior Learning

Pupils revisit and apply learning from previous History and wider curriculum experiences.

Reading

- retrieve information from fiction and non-fiction texts
- identify and explain key vocabulary and concepts
- interpret diagrams, images and visual evidence
- discuss themes, ideas and information from texts
- identify similarities and differences within texts and learning experiences

Retrieval Opportunities

- retrieval of chronology and civilisation vocabulary
- flashback questions linked to previous historical periods
- recall of sticky knowledge through source analysis and timelines
- retrieval through discussion and written outcomes

Writing

- write descriptions, explanations and information linked to learning
- communicate ideas using increasingly precise vocabulary
- organise ideas into sentences and short paragraphs
- record observations and responses using different forms of writing

Grammar and Punctuation

- use expanded noun phrases to add description and detail
- use conjunctions to explain and extend ideas
- use fronted adverbials and accurate punctuation within writing
- apply previously taught spelling patterns and vocabulary

Spoken Language / Oracy

- discuss ideas using topic vocabulary
- explain thinking using evidence and reasoning
- participate in collaborative discussion and presentations
- ask and answer questions linked to learning
- communicate learning confidently

Historical Understanding

- understand that historians use evidence to learn about the past
- identify similarities and differences between periods of time
- place events and periods within a simple chronology



<ul style="list-style-type: none"> ask questions and develop curiosity about historical learning 	
<p>Spelling</p> <p>Pupils apply:</p> <ul style="list-style-type: none"> Year 3-4 spelling rules and patterns taught through the school spelling programme and English curriculum common exception words appropriate to Years 3 and 4 topic vocabulary linked to Ancient Egypt, civilisation, beliefs, society and historical enquiry prefixes and suffixes introduced within Year 3-4 learning (<i>for example: un-, re-, dis-, -ly, -ation, -ous, -tion</i>) morphology and word investigation to explore meaning and word families oral segmenting, syllabification and proofreading strategies spelling through repeated reading, writing and retrieval opportunities <p>Spelling Progression Links - Unit Specific</p> <ul style="list-style-type: none"> apply possessive apostrophes accurately within historical writing practise Year 3-4 statutory spelling words through diary entries and explanation texts apply spelling patterns within historical comparisons and information texts 	<p>Grammar and Punctuation Focus</p> <p>Pupils develop:</p> <ul style="list-style-type: none"> expanded noun phrases to create description and historical detail conjunctions including because, when, if, although, so and while to explain and extend ideas fronted adverbials linked to time, place and cause (<i>e.g. In Ancient Egypt..., Along the River Nile..., During the reign of the Pharaoh...</i>) commas after fronted adverbials descriptive and historical vocabulary to communicate ideas precisely paragraphs to organise ideas and related themes direct speech where appropriate within diary entries, stories or historical role-play writing possessive apostrophes where appropriate (<i>e.g. the Pharaoh's palace, the archaeologist's discovery</i>) oral sentence rehearsal before recording ideas accurate punctuation including capital letters, full stops, commas, question marks, exclamation marks and speech punctuation where appropriate
<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> use digital research tools safely evaluate reliability of information sources present findings using appropriate technology <p>NC coverage:</p> <ul style="list-style-type: none"> search technology online safety 	
<p>Independence</p> <p>Pupils move from:</p>	<p>Thinking</p> <p>This unit develops:</p>



<ul style="list-style-type: none"> supported exploration and heavily modelled interpretation of historical sources and artefacts relying on adults to identify important information and explain historical ideas using ideas mainly through guided talk and structured responses needing support to organise thoughts and communicate understanding <p>To:</p> <ul style="list-style-type: none"> increasingly independent participation in historical enquiry and discussion activities identifying and explaining information from sources and artefacts with growing confidence selecting and applying topic vocabulary independently within speaking and writing organising and communicating ideas with reduced prompting using evidence to explain thinking and justify ideas independently sharing learning confidently through presentations and practical outcomes <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> recall and apply key vocabulary and sticky knowledge explain important features of Ancient Egyptian civilisation and daily life use evidence from artefacts, texts and sources to support ideas and interpretations identify similarities and differences between Ancient Egypt and modern life communicate historical understanding through discussion, written outcomes and practical activities present learning with increasing confidence and independence 	<ul style="list-style-type: none"> historical enquiry and questioning interpretation of evidence and artefacts comparison and identifying similarities and differences understanding cause and significance inference and drawing conclusions from evidence understanding perspectives and beliefs communicating ideas and historical understanding with increasing confidence making connections between historical learning and the modern world <p>Cognitive Progression</p> <p>Pupils move from:</p> <p>identifying and recalling historical information ↓ recognising patterns, similarities and differences ↓ interpreting evidence and historical sources ↓ considering perspectives, beliefs and significance ↓ explaining ideas using evidence ↓ communicating and justifying historical understanding</p>
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3 Lead Subjects National Curriculum Links

Subject 1: History

Core Knowledge
 Pupils develop understanding of Ancient Egypt as an early civilisation and explore how geography, beliefs, society and evidence help historians understand the past. Pupils investigate how people lived, what they believed and how Ancient Egypt continues to influence the modern world.

Year 3

- locate Ancient Egypt in time and place
- identify the significance of the River Nile to settlement and civilisation
- describe features of Egyptian society and daily life
- ask questions about historical artefacts and evidence



- identify similarities and differences between Ancient Egypt and modern life

Year 4 Extension

- explain how geography influenced Egyptian civilisation
- compare different aspects of Ancient Egyptian life and society with increasing depth
- interpret evidence and identify what it tells historians about the past
- explain significance and justify ideas using historical vocabulary and evidence

Disciplinary Knowledge

Pupils work as historians by:

- asking questions
- retrieving and interpreting evidence
- identifying similarities and differences
- recognising significance
- drawing conclusions from sources
- communicating ideas using evidence

Disciplinary Progression

identify → question → interpret → compare → explain → justify

Secure End Point

Pupils independently use evidence from sources and artefacts to explain features of Ancient Egyptian civilisation and communicate understanding using historical vocabulary.

Subject 2: English

Core Knowledge

Pupils develop understanding of Ancient Egypt through rich literature, historical texts and discussion. Pupils explore how language, stories and evidence communicate meaning while developing vocabulary, reflection and increasingly sophisticated communication skills.

Year 3

- retrieve information from fiction, poetry and historical texts
- identify themes, vocabulary and important ideas within texts
- discuss similarities and differences between historical and modern experiences
- identify descriptive language and key information
- communicate understanding through discussion and writing

Year 4 Extension

- explain how language choices create meaning and atmosphere
- compare themes and viewpoints across texts
- justify interpretations using evidence independently
- explain author choices and their impact on readers
- communicate increasingly sophisticated responses through discussion and writing

Disciplinary Knowledge



Pupils work as readers and writers by:

- retrieving information
- identifying themes and ideas
- interpreting vocabulary and historical language
- discussing and reflecting on meaning
- justifying ideas using evidence
- communicating understanding through spoken and written outcomes

Disciplinary Progression

retrieve → infer → interpret → explain → justify

Secure End Point

Pupils independently communicate historical understanding using evidence, ambitious vocabulary and increasingly confident spoken and written responses.

Area	Coverage within this unit
Reading	historical enquiry; retrieval from fiction and non-fiction texts; evidence and interpretation; chronology; inference; comparison of Ancient Egypt and modern life; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; diary writing; explanation texts; historical comparison writing; information texts; captions and labels; shared and independent writing
Spelling	application of Year 3 spelling rules and patterns; common exception words; Ancient Egypt topic vocabulary; prefixes and suffixes; proofreading and editing strategies
Grammar and Punctuation	expanded noun phrases; conjunctions including <i>because, when, if, although, so</i> and <i>while</i> ; fronted adverbials; commas after fronted adverbials; paragraphs; direct speech where appropriate; accurate punctuation and sentence construction
Spoken Language / Oracy	discussion; questioning; historical enquiry; storytelling; presentation; collaborative talk; explanation and justification using evidence

Genre coverage

Genre	Coverage
Narrative	Ancient Egyptian diary writing; historical narratives; Egyptian myths and stories
Explanation	how the River Nile supported civilisation; explanation of mummification and Egyptian beliefs
Information	artefact labels; information texts; historical reports and fact files
Persuasion	museum exhibition invitation/poster; persuasive writing encouraging visitors to attend an Egyptian showcase
Comparison	Ancient Egypt and modern life comparison; comparing beliefs, lifestyles and communities
Spoken presentation	museum exhibition; historical presentation; storytelling and evidence-based discussion

Subject 3: Art



Core Knowledge

Pupils develop understanding of how colour, pattern, symbolism and artistic techniques communicate ideas and meaning. Pupils use Ancient Egyptian themes, artefacts and imagery as inspiration for creative responses.

Year 3

- explore ideas through drawing and visual responses
- experiment with colour, pattern and shape
- create artwork inspired by Ancient Egyptian artefacts and imagery
- discuss artistic choices

Year 4 Extension

- use artistic techniques with increasing control and purpose
- explain how artistic choices communicate meaning
- select colours, materials and patterns intentionally
- evaluate and refine outcomes independently

Disciplinary Knowledge

Pupils work as artists by:

- exploring ideas
- experimenting with techniques
- creating outcomes
- refining work
- evaluating choices

Disciplinary Progression

explore → experiment → create → refine → evaluate

Secure End Point

Pupils independently create and explain artwork inspired by Ancient Egypt using increasingly sophisticated artistic choices.

Design Technology

Design

- design an Egyptian artefact or burial object for a specific purpose

Make

- create using selected materials and techniques

Evaluate

- explain effectiveness and historical authenticity

DT coverage

- structures



- design process

Application Subjects

Subject: Geography

Core Knowledge

Pupils develop understanding of how geography influenced the development of Ancient Egypt. Pupils explore the significance of the River Nile and investigate how physical features affected settlement, farming and daily life.

Year 3

- locate Ancient Egypt and the River Nile on maps and globes
- identify physical and human features of Ancient Egypt
- describe how rivers can support communities and settlements
- discuss similarities and differences between environments

Year 4 Extension

- explain how geography influenced Egyptian civilisation
- compare Ancient Egyptian environments with modern environments with increasing depth
- interpret maps and geographical information independently
- explain relationships between physical features and human activity

Disciplinary Knowledge

Pupils work as geographers by:

- observing and identifying features
- interpreting maps and geographical information
- comparing places and environments
- recognising patterns and relationships
- explaining geographical significance

Disciplinary Progression

identify → locate → compare → interpret → explain

Secure End Point

Pupils independently explain how geography influenced life in Ancient Egypt using maps, evidence and geographical vocabulary.

Subject: Personal Development and Learning (PDL)

Core Knowledge

Pupils develop understanding of belonging, roles, relationships and empathy through exploring communities and daily life in Ancient Egypt. Pupils reflect on similarities and differences between people’s experiences and perspectives.

Year 3

- identify and discuss feelings, experiences and perspectives
- recognise similarities and differences between communities



- discuss relationships and responsibilities respectfully
- reflect on personal responses to learning

Year 4 Extension

- explain how experiences and perspectives influence thoughts and behaviour
- discuss differing viewpoints with increasing confidence and empathy
- reflect on personal growth and understanding
- justify ideas respectfully using examples and discussion

Disciplinary Knowledge

Pupils work as reflective thinkers by:

- recognising feelings and perspectives
- discussing similarities and differences
- reflecting on experiences
- explaining ideas respectfully
- communicating understanding confidently

Disciplinary Progression

recognise → discuss → reflect → explain → justify

Secure End Point

Pupils independently explain perspectives and experiences respectfully while demonstrating empathy and confidence.

Subject: ICT

Core Knowledge

Pupils develop understanding of how technology can be used to research, organise and communicate information about Ancient Egypt. Pupils use digital tools to investigate historical questions and present learning for different audiences.

Year 3

- use digital tools to find and organise information
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 4 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently through a range of media

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information



- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to create and communicate purposeful historical outcomes for an audience.

Subject: Music

Core Knowledge

Pupils develop understanding of how rhythm, sound, performance and musical elements can communicate ideas, feelings and experiences. Pupils explore music inspired by Ancient Egyptian themes and investigate how sound and music may have been used for communication, storytelling, celebration and cultural expression.

Year 3

- identify how music creates mood and atmosphere
- explore pulse, rhythm and simple musical patterns
- participate in collaborative performance activities
- respond creatively to sounds and musical experiences

Year 4 Extension

- explain how musical choices affect mood and meaning
- use rhythm, pitch and dynamics purposefully within performances and compositions
- perform with increasing confidence, control and expression
- evaluate and refine musical responses and ideas independently

Disciplinary Knowledge

Pupils work as musicians by:

- listening and responding
- exploring sounds and musical elements
- creating and composing musical ideas
- performing collaboratively
- evaluating musical choices

Disciplinary Progression

listen → explore → create → perform → evaluate

Secure End Point

Pupils independently create and perform Egyptian-inspired musical outcomes whilst explaining how musical elements communicate mood, meaning and ideas.

Music element	Integration
Listening and appraising	explore ancient Egyptian music and instruments



Singing	chants and repeated patterns
Composition	create rhythmic patterns inspired by Egyptian culture
Performance	perform compositions collaboratively
Musical vocabulary	rhythm, pulse, pattern

English Progression and National Curriculum Links

This curriculum follows a spiral progression model. Knowledge and skills are revisited and developed with increasing complexity. Pupils build upon prior learning through greater independence, increasingly ambitious vocabulary and increasingly sophisticated reading, writing and communication outcomes.

Reading

- retrieve information from fiction, non-fiction and historical texts
- identify key ideas, themes and important historical information within texts
- discuss vocabulary, historical language and author choices
- make inferences using evidence from texts, artefacts and illustrations
- compare experiences, beliefs and lifestyles across periods of time
- use evidence from reading to support understanding and discussion

Writing

- orally rehearse ideas before writing
- write descriptive phrases and sentences linked to Ancient Egyptian themes and experiences
- compose diary entries, information texts and historical explanations
- create captions, labels and comparative responses linked to artefacts and evidence
- write historical narratives and reflections linked to experiences and viewpoints
- create written outcomes using increasingly ambitious historical vocabulary

Grammar and Punctuation

- use expanded noun phrases to create historical detail and description
- extend ideas using conjunctions including because, when, if, although, so and while
- use fronted adverbials linked to time, place and cause
- organise ideas into paragraphs around themes and historical concepts
- use punctuation accurately within increasingly detailed writing
- apply ambitious and topic-specific vocabulary to communicate ideas effectively

Spoken Language / Oracy

- participate in discussion and collaborative activities
- ask and answer questions using historical vocabulary
- explain ideas and interpretations using evidence
- participate in storytelling, role-play and historical discussion
- communicate understanding confidently through presentations and discussion

Mixed-age Challenge (Year 4 depth)

Reading

- identify themes and patterns across historical texts and sources
- justify interpretations using evidence independently
- compare viewpoints and historical perspectives

Writing



- write increasingly detailed historical explanations and comparative responses independently
- organise writing into coherent sections and paragraphs
- adapt writing for different audiences and purposes

Grammar

- use a wider range of conjunctions and sentence structures independently
- vary sentence openings and improve cohesion across writing
- apply increasingly ambitious vocabulary and historical terminology accurately

Future Learning (English)

Pupils are preparing for future English and wider curriculum units where they will:

Reading

- retrieve, infer and interpret information from increasingly complex texts and sources
- compare themes, viewpoints and evidence across texts and periods of history

Writing

- write increasingly detailed historical, explanatory and comparative outcomes
- justify ideas and interpretations using evidence

Grammar and Punctuation

- organise writing effectively for different purposes
- apply increasingly complex sentence structures accurately

Spoken Language / Oracy

- communicate ideas confidently through discussion, debate and presentation

Curriculum Progression and National Curriculum Links

History

Year 3

- identify and describe key features of Ancient Egyptian civilisation
- place Ancient Egypt within a broader chronological framework
- identify the importance of the River Nile to settlement and daily life
- ask questions about artefacts, images and historical sources
- identify similarities and differences between Ancient Egyptian life and modern life

Year 4 Extension

- explain how geography influenced Egyptian civilisation and development
- compare aspects of Egyptian life and society with increasing depth
- interpret evidence and explain what it tells historians about the past
- explain significance and justify ideas using historical vocabulary and evidence

National Curriculum Links



Pupils:

- develop a chronologically secure knowledge and understanding of world history
- understand how knowledge of the past is constructed from a range of sources
- address and devise historically valid questions
- identify similarities, differences, changes and significance within and across historical periods

Art

Year 3

- explore ideas and record observations linked to Egyptian themes and artefacts
- experiment with colour, pattern, texture and symbolism
- create visual responses inspired by Ancient Egyptian artwork and imagery
- discuss and describe artistic choices

Year 4 Extension

- use artistic techniques with increasing control and purpose
- select colours, materials and patterns intentionally to communicate meaning
- explain how artistic choices create mood and impact
- evaluate and refine work with increasing independence

National Curriculum Links

Pupils:

- improve mastery of drawing and artistic techniques
- create sketchbooks to record observations and develop ideas
- use colour, pattern, texture, shape and form purposefully
- evaluate and analyse creative work using artistic vocabulary

Geography

Year 3

- locate Ancient Egypt and the River Nile using maps and atlases
- identify physical and human features of Ancient Egypt
- describe how geographical features support communities and settlement
- discuss similarities and differences between environments

Year 4 Extension

- explain how physical geography influenced Egyptian civilisation
- compare environments and human activity with increasing depth
- interpret maps and geographical information independently
- explain relationships between physical features and human activity

National Curriculum Links

Pupils:

- locate the world's countries using maps, atlases and globes
- describe and understand key aspects of physical geography
- identify human and physical characteristics of places



- use maps, atlases, globes and digital mapping to locate and describe features

Application Subject Progression and National Curriculum Links

Personal Development and Learning (PDL)

Year 3

- identify and discuss feelings, experiences and perspectives
- recognise similarities and differences between people, roles and communities
- discuss relationships and responsibilities respectfully
- reflect on personal responses to stories and historical experiences

Year 4 Extension

- explain how experiences and perspectives influence thoughts and behaviour
- discuss differing viewpoints with increasing confidence and empathy
- reflect on personal growth and understanding
- justify ideas respectfully using examples and discussion

National Curriculum Links

Pupils:

- develop self-awareness and emotional understanding
- recognise and respect similarities and differences
- build positive relationships and communication skills
- reflect on experiences, choices and perspectives

Music

Year 3

- identify how music creates mood and atmosphere
- respond to sounds and musical experiences creatively
- participate in collaborative performance activities
- discuss emotional responses to music

Year 4 Extension

- explain how musical choices affect mood and meaning
- use musical elements purposefully within performances
- perform with increasing confidence and expression
- evaluate and discuss musical responses and ideas

National Curriculum Links

Pupils:

- play and perform collaboratively
- listen with attention and understanding
- improvise and compose music for different purposes
- appreciate and discuss musical elements and responses

ICT



Year 3

- use digital tools to find and organise information about Ancient Egypt
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 4 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently using a range of media

National Curriculum Links

Pupils:

- use technology purposefully to organise and present information
- develop understanding of digital communication
- select and use software effectively
- use technology safely and responsibly

Cross-curricular links

Subject	Application
English	historical narratives, diary writing, explanation texts, information texts, inference and evidence-based discussion
History	historical enquiry, chronology, interpretation of sources, artefact investigation and comparison of periods
Art	creating Egyptian-inspired artwork, hieroglyphics, patterns, symbols and artefact designs
Personal Development and Learning	developing empathy, belonging, reflection and understanding different perspectives and communities
Music	exploring rhythm, mood and atmosphere through Egyptian-inspired music, composition and performance
ICT	researching Ancient Egypt, creating presentations and communicating ideas digitally
Geography	locating Ancient Egypt and the River Nile; understanding settlement, environment and physical geography
Reading Spine	disciplinary reading, vocabulary development, fluency, prosody and evidence interpretation opportunities
Mathematics	exploring chronology, timelines, sequencing events and interpreting information from data or measures where appropriate

Substantive Knowledge Sequence

Week	Substantive knowledge
Week 1	Ancient Egypt was an early civilisation located in North-East Africa; the River Nile was central to where people settled and how communities developed; historians use evidence and sources to learn about the past
Week 2	The River Nile supported farming, transport and trade; geography influenced where and how people lived; settlements developed because people needed access to resources



Week 3	Ancient Egyptian society had different groups of people with different roles and responsibilities; society was organised into a hierarchy; daily life varied depending on role and status
Week 4	Ancient Egyptians believed in many gods and the importance of the afterlife; beliefs influenced daily life, traditions and decision-making
Week 5	Mummification was linked to beliefs about the afterlife; artefacts, tombs and historical evidence help historians understand Ancient Egypt; evidence can provide different information about the past
Week 6	Ancient Egypt has influenced aspects of the modern world; similarities and differences can be identified between Ancient Egypt and modern life; historians use evidence to explain and justify understanding

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
History	develop a chronologically secure knowledge and understanding of Ancient Egypt as an early civilisation; understand how knowledge of the past is constructed from a range of sources; address historically valid questions; identify similarities, differences and significance within and across historical periods
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning and imagination; identify themes and conventions across a range of texts; draw inferences and justify using evidence; prepare poems and scripts to read aloud and perform; organise ideas into paragraphs around a theme; use increasingly varied vocabulary and sentence structures
Art	improve mastery of drawing and artistic techniques; use colour, pattern, texture, shape and symbolism purposefully; create visual responses inspired by artefacts and historical imagery; evaluate and discuss creative work
Geography	locate Ancient Egypt and the River Nile using maps, atlases and globes; identify human and physical features; describe and understand aspects of physical geography including rivers and settlement; interpret geographical information
Personal Development and Learning	develop self-awareness, empathy and emotional understanding; recognise and respect similarities and differences; build positive relationships and communication skills
Music	listen with attention and understanding; explore how music communicates mood and meaning; perform collaboratively and discuss responses to music
ICT	use technology purposefully to create, organise and present information; communicate ideas using digital media safely and appropriately

Anchor Texts:

- The Time-Travelling Cat and the Egyptian Goddess
- Egyptology

Supporting texts/recommended reads:

- Meet the Ancient Egyptians
- So You Think You've Got It Bad? A Kid's Life in Ancient Egypt
- Story of Tutankhamun
- Flat Stanley and the Great Egyptian Grave Robbery
- Wild Lives: Ancient Egypt
- Marcy and the Riddle of the Sphinx

Reading Focus:

- historical vocabulary and chronology
- retrieval and interpretation from non-fiction
- inference using evidence and artefacts
- comparison of ancient and modern life
- discussion and explanation

Disciplinary Reading Opportunities

- retrieval from fiction, non-fiction and historical texts



- interpretation of artefacts, images and historical sources
- inference using evidence and clues from texts and artefacts
- vocabulary exploration linked to Ancient Egyptian civilisation and historical enquiry
- chronology and sequencing of historical events and periods
- comparison of Ancient Egyptian and modern life
- questioning and evaluating historical evidence
- discussion, explanation and justification using evidence

Genre Coverage

Genre	Coverage
Narrative	Ancient Egyptian diary writing; historical narratives; Egyptian myths and legends
Explanation	explanation of how the River Nile supported civilisation; explanation of mummification and Egyptian beliefs
Information	artefact labels; historical reports; fact files and non-fiction information texts
Persuasion	museum exhibition invitation/poster; persuasive writing encouraging visitors to attend an Ancient Egypt showcase
Comparison	comparison of Ancient Egypt and modern life; comparing beliefs, lifestyles and communities
Spoken presentation	museum exhibition; historical presentations; storytelling and evidence-based discussion

Reading Progression Audit

Area	Progression within this unit
Vocabulary	historical and disciplinary vocabulary → ambitious historical language → precise use of topic vocabulary within discussion and writing
Retrieval	locate simple information → retrieve relevant information from texts and sources → select evidence independently
Inference	identify clues from texts and images → interpret meaning using evidence → justify conclusions using historical evidence
Historical Reading	identify key historical information → interpret artefacts and sources → explain what evidence tells historians
Comparison	identify similarities and differences → compare lifestyles, beliefs and communities → explain significance and patterns
Discussion and Oracy	answer questions → explain ideas → justify understanding using evidence and historical vocabulary
Reading Behaviours	supported reading and discussion → increasing independence in interpreting information → confident application of reading skills across the curriculum

Reading Spine Links

Reading Spine Unit: Walk like an Egyptian (LKS2 Cycle 1)

Reading focus areas:

- historical vocabulary and chronology
- retrieval and interpretation from non-fiction texts
- inference using evidence and artefacts
- comparison of ancient and modern life
- discussion and explanation

Fluency approaches:



- reader’s theatre
- performance reading
- oral rehearsal before writing
- guided group reading aloud
- choral reading of information texts
- storytelling and role-play

Retrieval focus:

- recalling key vocabulary and historical concepts
- retrieving information from fiction, non-fiction and historical sources
- identifying evidence within artefacts, images and texts
- using evidence to explain ideas and interpretations
- comparing Ancient Egyptian and modern experiences and lifestyles

Reading Spine Impact

- The Reading Spine is intentionally designed to ensure pupils experience:
- historical fiction, myths, non-fiction and evidence-based texts
- increasingly ambitious historical and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- repeated reading opportunities to strengthen fluency, prosody and confidence
- discussion and evidence-based reasoning opportunities to strengthen comprehension and communication
- texts which promote curiosity, cultural understanding and historical thinking
- opportunities to develop confidence, empathy and positive reading identities within the Storybrook context

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1: Egypt, river, king, queen, pyramid, temple, farm, tomb, gods, desert

Tier 2: civilisation, settlement, hierarchy, belief, community, evidence, compare, interpret, influence, significance

Tier 3: pharaoh, archaeologist, artefact, mummification, afterlife, hieroglyphics, chronology, source, preservation, dynasty

Oracy & Fluency

- echo reading for historical and disciplinary vocabulary
- paired reading
- oral storytelling linked to Egyptian myths and narratives
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play (*e.g. Pharaoh, archaeologist, scribe, villager*)
- guided group reading aloud

SEMH Reading Approach

Texts are selected to provide emotional safety, opportunities for reflection, strong relational themes and meaningful discussion to support regulation, belonging and confidence. Historical learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and practical experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage



<ul style="list-style-type: none"> • partner explanation and evidence talk • questioning and historical enquiry discussion • collaborative interpretation of artefacts and sources • explanation and justification using historical evidence 	<p>historical enquiry and develop confidence without reducing curriculum expectations.</p> <p>Reading experiences are designed to:</p> <ul style="list-style-type: none"> • build curiosity through artefacts, historical stories and evidence • provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence • use images, artefacts, maps and visual prompts to support understanding • encourage discussion and exploration before recording ideas • strengthen comprehension through retrieval, inference and interpretation of evidence • provide structured opportunities for success and positive participation • develop confidence in communicating ideas without reducing curriculum expectations • promote belonging, confidence and positive reading identities through meaningful and engaging texts
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<p>Visits and Visitors:</p> <ul style="list-style-type: none"> • visit to a museum with an Ancient Egypt collection or artefact exhibition • virtual museum tours exploring Egyptian artefacts, tombs and historical sites • visitor with expertise in Ancient Egypt, archaeology or history • archaeologist role-play workshop or artefact investigation session • handling sessions using replica artefacts (<i>e.g. scarab beetles, papyrus, canopic jars, hieroglyphics</i>) • storytelling or mythology sessions linked to Ancient Egyptian beliefs and traditions • opportunities to explore maps, timelines and historical evidence through practical experiences • Ancient Egypt showcase event involving families, staff or members of the school community <p>Visits and visitors are used to:</p> <ul style="list-style-type: none"> • strengthen historical vocabulary and disciplinary understanding • develop curiosity and historical enquiry skills • provide meaningful real-world connections to learning • encourage questioning and evidence-based discussion • build confidence through communication and collaborative experiences • support engagement, belonging and positive learning experiences within the Storybrook context 	
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<p>Home Learning:</p> <ul style="list-style-type: none"> • family discussion prompt linked to Ancient Egyptian life, beliefs or daily experiences • simple creative activity to reinforce retrieval (<i>e.g. design a hieroglyphic message, create a Pharaoh crown, draw an artefact or produce a labelled diagram</i>) • optional object, photograph, drawing or spoken contribution to bring back and share with the class 	<p>Home Reading Opportunities</p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss historical themes, vocabulary and ideas. Opportunities for discussion should support curiosity, questioning and understanding of how historians use evidence to learn about Ancient Egypt.</p>
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<ul style="list-style-type: none"> • short reading, storytelling or discussion activity linked to anchor or supporting texts • observation and comparison activity (e.g. compare homes, transport, jobs or communities in Ancient Egypt and modern life) • vocabulary retrieval activities using key historical and disciplinary vocabulary • research task linked to a historical question (e.g. What made the River Nile important? or How do historians know about Ancient Egypt?) 	
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Assessment opportunities:

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Week	Assessment focus	Evidence
Week 1	prior knowledge of Ancient Egypt; chronology; misconceptions and vocabulary	discussion, questioning, retrieval activities, vocabulary use and observation
Week 2	understanding of the River Nile and settlements; application of geographical understanding	discussion, maps, written responses, retrieval tasks and vocabulary use
Week 3	understanding of Egyptian society and daily life; use of historical vocabulary	discussion, written outcomes, practical activities and observation
Week 4	understanding of beliefs, gods and the afterlife; interpretation of sources	questioning, discussion, source interpretation and written responses
Week 5	understanding of mummification, artefacts and historical evidence	artefact interpretation, retrieval activities, historical enquiry responses and observation
Week 6	application of sticky knowledge across the unit; communication and presentation of learning	final outcomes, presentations, retrieval tasks, pupil discussion and reflection

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key features of Ancient Egyptian civilisation
- recall vocabulary linked to chronology, beliefs and society
- explain important aspects of Egyptian life

Disciplinary Thinking

- interpret historical evidence and sources
- compare Ancient Egyptian life with other periods
- identify significance and explain ideas using evidence

Application

- communicate understanding through spoken, practical and written outcomes
- justify ideas using historical vocabulary
- apply learning independently within the final outcome



Leaders Monitor Impact Through:

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious historical vocabulary in reading and writing
- monitoring interpretation and use of evidence within discussion and written outcomes

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy
- Handwriting and Recording Development Policy



Appendix 1: Year 3-4 Spelling Progression Map

Term	Focus	Example patterns	Linked units
Autumn 1	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-	Stone Age
Autumn 2	Suffixes	-ation, -ly	Rock Detectives
Autumn 2	Statutory words	accident, actual, address, answer	Winter Wishes
Spring 1	Possessive apostrophes	plural possession	Ancient Egypt
Spring 1	Prefixes and root words	sub-, inter-, anti-, super-	Light and Shadows
Spring 2	Homophones	scene/seen, weather/whether	Easter Journeys
Summer 1	Suffix rules	-ous	Tremors
Summer 2	Statutory word review	favourite, grammar, guide, interest, knowledge	Passport to Europe

Appendix 2: Year 3-4 Grammar Progression Map

Unit	Main grammar focus
Stone Age	expanded noun phrases; chronological language
Rock Detectives	conjunctions; explanation language
Winter Wishes	descriptive language; figurative language
Ancient Egypt	fronted adverbials; paragraph organisation
Light and Shadows	subordinate clauses; scientific explanation
Easter Journeys	comparative language; reflection
Tremors	explanation and reasoning language
Healthy Me	persuasive and evaluative language
Passport to Europe	paragraph cohesion; comparative language

Appendix 3: Storybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection



- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience