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| Subject: History Year: Phase 1 Year B Unit 3/3- Story telling linked to Ancient Egypt and Ancient Greece EYFS: UW: Past and Present* Talk about the lives of the people around them and their roles in society;
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
* Understand the past through settings, characters and events encountered in books read in class and storytelling;

NC/PoS: Changes within Living Memory * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
* Significant historical events, people and places in their own locality
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| Prior Learning (what pupils already know and can do)* Know living memory means people are alive today who can remember the changes/ event
* Know events can happen beyond living memory and understand this means nobody alive today

can remember the event.* Know that a significant person is someone we remember due to their achievements or way of life
* Know that we can learn about people from beyond living memory by using a variety of sources
* Know that significant people will have an impact on our lives today.
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| End Points (what pupils MUST know and remember)Ancient Greece * Know the Greek myths: Daedalus and Icarus. Theseus and the Minotaur King Midas and the golden touch. Persephone and the seasons.
* Know where Greece is.
* Know that Athens is the capital of Greece and there are historic ruined buildings that were built many years ago.

Ancient Egypt * Know about the life and story of Cleopatra
* Know about the discovery of the tomb of Tutankhamun and his life.
* Know where Egypt is and that Cairo is the capital city.
* Know that there are giant pyramids in Egypt that were built long ago.
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| Key Vocabulary: Ancient, Archaeology, tomb, Pharaoh, capital, pyramid, monument, ruins, myth, hero |
| Enquiry question: **What can we discover about the amazing people and places of the Ancient World?"** |
| Session 1: **Where is Greece? Exploring the land and the past .**To locate Greece and Athens on a map and understand that it is a country with a rich pastStart by ‘flying to Greece’ on an imaginary trip Use a globe or map to locate the UK, then Greece. Introduce the **capital city**. Recap capital city of the 4 countries in UK. Point to Athens.Show photos of **Athens today** and **Ancient Greek ruins** (e.g. Parthenon)Pupils label a simple map of Europe with the UK and Greece.Stick on pictures of famous ruins like the Parthenon, The Temple of Zeus (Olympia), Theatre of Epidaurus**What are ruins?*** Ruins are **old buildings or parts of buildings** left after a long time.
* They can be broken walls, columns, or steps.
* Ruins help us learn about how people lived a long time ago!

Match ancient and modern imagesFinish with a quiz on Greek facts, colouring a Greek flag and recording key facts. **Vocab- Ruins, Capital, ancient, monument, archaeology**  |
| Session 2: **Greek Myths: Heroes and Monsters- Theseus and Icarus** To listen to and recall characters and events from Ancient Greek myths. Start with ‘Guess the Hero’ Show silhouettes of heroes (Theseus, Icarus) and mythical creatures (Minotaur, wings).Discuss the word ‘Myth’ and what this means. Read the following two myths* Theseus and the Minotaur
* Daedalus and Icarus

Use visuals so the children get a sense of character here. Children to sequence the pictures to retell the myth or retell with puppets/masks. Discuss morals of the story: Bravery, pride, listening to advice. **Vocab: Myth, hero, ancient**  |
| Session 3: **Magic, Seasons and Kings** To understand different Greek myths and what they explain or teach.Tell two different myths * *King Midas and the Golden Touch*
* *Persephone and the Season*

Discuss what each story explains (seasons, consequences of greed)Using images from the above myths or drawing their own images to symbolize the myths* Midas touching objects → everything turns gold
* Persephone above and below ground → summer vs winter

Children to record next to each image- What did we learn from the myths? **Vocab: Myth, hero, ancient** |
| Session 4: **Exploring Egypt- A Land of wonders.** Locate Egypt on a map or globe. Identify the capital city of Egypt: Cairo. Understand that the pyramids are ancientmonuments built long agoUse a globe or interactive whiteboard to find Egypt. Children identify surrounding continents and seas (Africa, Mediterranean Sea) Label this on a map- UK, Egypt, Cairo. Have continents and seas already labelled so children can describe the location. Show images of Cairo and the pyramids at Giza.Discuss how long ago they were built and why they are specialChildren make paper pyramids or build them with blocks or sand. Show the Egyptian flag and record known facts.**Vocab: Capital, pyramids, archaeology** |
| Session 5: **Tutankhamun- The Boy King** Learn who Tutankhamun was and why he is famous. Understand how his tomb was discovered by Howard Carter in 1922. Recognise some objects found in the tomb.**Story Time: The Tomb Discovery*** Read or watch a short story about Howard Carter discovering the tomb.
* Discuss the idea of archaeologists and how they find things from long ago.

**Tomb Treasures Sorting Game*** Match pictures of real artefacts to their descriptions.
* Talk about what each item might have been used for

**Children to write key facts about Tutankhamun. Then complete the following;** * "If I found a secret tomb, it would have..."
* Children draw or describe what they imagine finding.

**Vocab: Myth, tomb, monuments**  |
| Session 6: **Cleopatra- The Last Pharaoh**Learn who Cleopatra was and why she is remembered. Understand that she was a powerful leader in Ancient Egypt. Know a few key facts about her life and times **Story of Cleopatra** Read a child-friendly biography or show a short cartoon/animation.Focus on her leadership, intelligence, and role in Ancient Egypt **Fact or Fiction Game*** Present statements about Cleopatra (some true, some false).
* Children guess and discuss the correct answers.

Children record true/false statements into their book next to a picture of Cleopatra. **Crown and Collar Craft*** Make Egyptian-style royal headbands or collars using paper and craft supplies.

**Vocab: Myth, pharaoh**  |
| Future learning this content supports: • Phase 2: Ancient Egypt and Ancient Greece in depth study  |