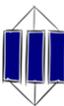
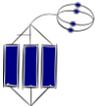


Guerrilla Curriculum - MTP: History- Summer Y1/2/3

Procedural Knowledge: Y1		
 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Sort artefacts into 'then' and 'now' and begin to order within a short timeframe. • Use some common words and phrases to describe the passing of time (before, after, past, present, then, now) • Handle and describe some sources of information to find out about the past <p>Explain some of the things that significant people did in the past</p>	<ul style="list-style-type: none"> • Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking • Sequence events and artefacts into chronological order • Begin to use a range of sources of information, making appropriate observations about what they have noticed. • Begin to analyse simple sources (including stories) and discuss the difference between fact and fiction. 	<ul style="list-style-type: none"> • Create a timeline using common words and phrases related to the passing of time • Reflect on some of the differences between people 'then' and 'now' • Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc. • Understand some of the reasons why people did things in the past
Procedural Knowledge: Y2		
 Multi-Structural	 Multi-Structural	 Multi-Structural
<ul style="list-style-type: none"> • Order events, photographs and artefacts chronologically • Use common words and phrases to describe the passing of time (before, after, past, present, then, now) 	<ul style="list-style-type: none"> • Order events, photographs and artefacts chronologically • Use common words and phrases to describe the passing of time (before, after, past, present, then, now) 	<ul style="list-style-type: none"> • Order events, photographs and artefacts chronologically • Use common words and phrases to describe the passing of time (before, after, past, present, then, now)

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<ul style="list-style-type: none"> • Handle and describe a range of sources of information to find out about the past • Explain some of the reasons why people did things or why events happened 	<ul style="list-style-type: none"> • Handle and describe a range of sources of information to find out about the past • Explain some of the reasons why people did things or why events happened 	<ul style="list-style-type: none"> • Handle and describe a range of sources of information to find out about the past • Explain some of the reasons why people did things or why events happened
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Procedural Knowledge: Y3

 Multi-Structural	 Multi-Structural	 Multi-Structural
<ul style="list-style-type: none"> • Recall and place some events into periods of time on a timeline • Identify different sources of information to and begin to explain the differences between them • Select and record useful information about events, people and changes • Begin to examine the reasons for and results of the main events and changes 	<ul style="list-style-type: none"> • Recall and place some events into periods of time on a timeline • Identify different sources of information to and begin to explain the differences between them • Select and record useful information about events, people and changes • Begin to examine the reasons for and results of the main events and changes 	<ul style="list-style-type: none"> • Recall and place some events into periods of time on a timeline • Identify different sources of information to and begin to explain the differences between them • Select and record useful information about events, people and changes • Begin to examine the reasons for and results of the main events and changes

Curriculum content: Ancient Egypt

Substantive concepts: timeline, different kingdoms, geography, River Nile, cities, Valley of the Kings, pyramids, Sphinx, Tutankhamun, leaders, female, empowerment, culture, women's role, food, daily life, art, book of the dead, slavery, inventions, technology

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Project concepts: Oppression, Spirituality, Value, Community

Enquiry question: Summer 1- Is slavery in the past?
Summer 2- Has female leadership changed over time?

Key learning Broad (SOLO)	How? Focused (Disciplinary knowledge)	Outcome Specific (Substantive knowledge)
<p>Analyse evidence</p>	<p>Start with piece of footage of archeological digs to prompt the children to understand important and methods of discovery. - Preservation and conservation to be promoted.</p> <p>Access to artefacts based around topic to be accessed in trays.</p> <p>Recording of learning to be complete by plotting the location of artefacts within the dig.</p> <p>Key questions to be formulated by pupils whilst they explore the archeological dig.</p> <p>Encourage children to be active with making links to prompts around the classroom.</p> <p>Are they able to find links and/or sort clues into groups?</p> <p>Add random artefacts from different time periods- do they belong there?</p> <p>Evidence dig on displays with labels- artefact, discovery date, size and background information</p> <p>Gather extra magnifying glasses and trays.</p>	<p>L: Children should know that different events happened in the same time period in different locations.</p> <p>E: Children are to understand the significance of artefacts and how to treat them with respect.</p> <p>GD: Children are able to group artefacts and provide reason for the grouping.</p>

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<p>Create a timeline using some dates from the past including several periods of time.</p>	<p>Create a human timeline of key dates within our timeframe – 3500 BC to 31BC.</p> <p>Refresh of what BC stands for/ How the numbers go down as it gets closer to AD.</p> <p>Key headings and dates: Discussion about what happened/why they were important/ key vocabulary.</p> <p>Take note of any key questions the children have and add them to the display – can we answer them as we work through the timeline?</p> <p>Split into mixed year groups and each group is to create their own dramatization of their section of the timeline – use laptops/iPads to research their section.</p> <p>Each group will perform back to the class in the correct order – Q&A time to be factored in. Pics to be taken to be put up in the classroom to create our timeline.</p>	<p>L: Children should understand what comes first in time between BC and AD.</p> <p>E: Children should order dates in chronological order to create a timeline.</p> <p>GD: Children should recognise that some events can happen in the same time frame but be different.</p>

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<p>Collect and understand representations of the past to develop a picture of a past event.</p>	<p>Pyramids</p> <p>Key questions: How did the ancient Egyptians build the pyramids? Why did they build them? What tools did they use? Could we build our own pyramid? What tools do we need? What measurements do we need to make? What materials do we need? What goes inside a pyramid?</p> <p>Aim: To create their own pyramid out of cardboard and furnish it correctly for a pharaoh's tomb.</p>	<p>L: Children should understand the purpose of pyramids.</p> <p>E: Children will be curious and collect information around pyramid to answer their own questions.</p> <p>GD: Children should develop and represent a pyramid using their knowledge and interpretation of the lesson.</p>
<p>Analyse evidence</p>	<p>Egyptian Society & Culture: Focusing on a Deben Weight, The River Nile and jobs.</p> <p>Key Questions: What was Egyptian Culture like? How did their society run? How are sources important to teach us about how people lived in the past?</p> <p>Look at the videos on BBC: KS2 History: Ancient Egypt. Society and culture - BBC Teach</p> <p>Points for discussion:</p> <ul style="list-style-type: none"> • <i>What was a deben?</i> • <i>What does the use of the deben tell us about the Ancient Egyptians?</i> • <i>Why do you think the River Nile was so important to</i> 	<p>L: Children should understand the value of the Deben weight in Egyptian society.</p> <p>E: Children should analyse information and answer questions featured throughout the lesson.</p> <p>GD: Children will analyse and interpret what the evidence represents and recognise the significance of the Nile and Deben weight.</p>

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	<p><i>Ancient Egyptian life?</i></p> <ul style="list-style-type: none"> • Can you find out if the River Nile is important today? • Who held the most powerful position in Ancient Egypt? • What types of hobbies did the Ancient Egyptians enjoy? <p>Activities:</p> <ul style="list-style-type: none"> • Explore case studies around life in Ancient Egypt • Using maps and atlases: explore the significance of the River Nile. • Explore the varying types of historical source and what examples of each can be found in the context of Ancient Egypt. Following this we will explore what the sources tell us about the way of life in Ancient Egyptian times. • Thinking to careers education and PSE activities, pupils can explore how job roles have changed since the Ancient Egyptian period. • They can find out which job roles remain, and which do not, and why – What would their job have been in Ancient Egypt? 	
<p>Use a range of resources that have been selected to record useful information.</p>	<p>Remind the class what the River Nile is and how it was important to everyday life in Egypt.</p> <p>Allow children access to their previous work on the River Nile as a refresher.</p> <p>The River Nile: Is it a gift from the gods? A debate by Class 2.</p> <p>Pose the question to the class. Split the class in two; have one side researching and arguing why the gods provided the Nile. The other side will argue facts about how the Nile</p>	<p>L: Children should know that there are different ways in which the past is represented and interpreted.</p> <p>E: Children should be able to generate investigative questions that they want to answer through their own research.</p> <p>GD: Children are able to discuss the reliability of a range of historical resources.</p>

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	<p>is natural part of the land.</p> <p>Discuss the reliability of online sources and how to find reliable information.</p> <p>Pupils to generate their own research questions to find in history books or using online resources.</p> <p>Children to record knowledge using a mind map of ideas.</p> <p>By the end of the session, pupils will present their arguments taking it in turns to prove a point each time.</p> <p>Children are to show confidence in their research and fully believe their cause in order to present their findings.</p> <p>Chrome book and Egyptian history books are essential to the session.</p>	
<p>Handle, describe and reflect on events that have occurred in the past.</p>	<p>Expose children to the word, 'slavery'. What does that word mean to them?</p> <p>They will note their own initial idea of the concept before progressing on to understand what that looked like in Ancient Egyptian times.</p> <p>Children are to receive a range of photographs of what slavery was depicted life in the Ancient Egyptian era, ie:</p> 	<p>L: Children should use the inferencing skill</p> <p>E: Children should be able to show empathy for those who were forced to be a slave.</p> <p>GD Children are able to draw information together to draw an overall summary of what is happening in historical images.</p>

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Pupils are to add post-it notes onto the images stating their thoughts, sights and questions that they may surrounding the images. The purpose of this is to build up children's inference skill.

After 5 minutes, get the children to express their thoughts as a class on each picture. Teacher to state any information around slavery that relates to the image, e.g. a slave helping the construction of the pyramid image requires explanation on their role.

By the end of the input, children should've been exposed to 2-3 pictures of Ancient Egyptian slavery and have a good understanding of the inference skill.

Independently, the children will summarise their knowledge by completing an inference frame asking them to take a smart guess of: what is happening in the image?; why this is happening?; when is this happening?

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	<p>Children's group work and inference frames are to be added to the display to show case their knowledge and skills.</p>	
<p>Sequence, examine and explain an aspect of history to generate an overall picture.</p>	<p>Previous knowledge learnt about slavery in Ancient Egypt will be discussed.</p> <p>Following discussion, children will be placed into teams and given a clipboard with instructions on their task.</p> <p>On the field, the children will have to construct a pyramid. Some children will be placed as Egyptian soldiers and others will be Egyptian slaves.</p> <p>If the children are soldiers, they will be sabotaging their teams and making life harder for the 'slaves'.</p> <p>The children who will act as 'slaves' will have to overcome the obstacles with no breaks and very little resources.</p> <p>By the end of the session, the children should've worked hard to construct a pyramid (links to DT) and gain a small amount of empathy for the life of an Ancient Egyptian slave.</p> <p>Knowledge will be recorded by pictures of the session and journal of their afternoon in the life of a slave.</p> <p>Wooden blocks, role/ pulleys and inclines will have to be set up on the field previous to the lesson commencing.</p> <p>Ideally, a leaf blower will be available to create more obstacles for the pupils to gain a fully understanding on the life of an Egyptian slave.</p>	<p>L: Children should develop empathy and understanding of the life of an Ancient Egyptian slave.</p> <p>E: Children are able to work as a team to produce an end product</p> <p>GD: Children are able to understand the difference of roles in an ancient society.</p>

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<p>Use factual knowledge to summarise the key concepts taught throughout first strand.</p>	<p>To begin, pupils are to recall what life looked like for an Ancient Egyptian slave and what the term 'slavery' means.</p> <p>Children are to be introduced to slavery throughout history and be provided with essential dates and events that developed to the abolishment of slavery, such as: Slavery in Ancient Greece, Middle Ages slavery, The Transatlantic Slave trade, abolition of slavery in the UK compared to across the world.</p> <p>Pupils are to use their knowledge of AD and BC to read dates and create a chronological timeline of events in partners.</p> <p>Children will use a creative flare to present their 'slavery through history' timelines in their books, i.e. timeline taking shape as a whip or a timeline in the form of a pyramid.</p> <p>As a way of showcasing their work, pupils will have the opportunity to display their timelines on the wall or in the form of a presentation at the end of the session.</p> <p>Packs of slavery events should be prepared before lesson, as well as A3 paper and craft resources for children to be creative with their timelines.</p>	<p>L: Children should develop an awareness of how slavery has developed throughout time.</p> <p>E: Children are chronologically order key events in slavery in a timeline.</p> <p>GD: Children are able to orally recall the key events of the history of slavery.</p>
<p>Describe and explain how an aspect of history has changed over time.</p>	<p>Queen Cleopatra and Queen Elizabeth – has female leadership changed over time?</p> <p>Explain to the class that we are going to answer the question – has female leadership changed over time? By comparing Cleopatra and Elizabeth II. How can we answer this question?</p> <p>Ask the class to generate questions we would like to find out about them both to help us answer the big question – write q's on board.</p>	<p>L: Children should describe who Cleopatra and Queen Elizabeth are within their time zones.</p> <p>E: Children should describe the similarities and differences they notice between Cleopatra and Queen Elizabeth.</p> <p>GD: Children should use the knowledge taught to explain how female leadership has changed throughout history.</p>

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	<p>Have books and iPads/laptops available to allow children to research. Remind children about using valid sources on the internet. Working in small groups begin to collect information to allow us to answer the big question. Each group will only focus on one queen. Come back together to share our knowledge.</p> <p>Large sugar paper with the BIG question on – add information to it as its shared. Can we start to answer it?</p>	
<p>Reflect and explain why an aspect of history has changed over time.</p>	<p>Queen Cleopatra and Joan of Arc– Why did the treatment of women regress?</p> <p>Following their learning on how women in power has changed, children will be introduced to Joan of Arc and how the representations and tales of Joan of Arc are very different to how Cleopatra was depicted in Ancient Egyptian times.</p> <p>After discussion, children will produce a Venn diagram that shows how Cleopatra and Joan of Arc were treated differently. They will explain how the two were similar in terms of their influence in society and how they are represented in stories and artwork. However, they will discuss how to treatment and tales around both figures are wildly different.</p> <p>A key reflection is children recognising that Joan of Arc occurred after Cleopatra existed and understand that history doesn't always evolve into something better- it can regress too.</p> <p>As a create challenge, children will draw a piece of art that is inspired by what they have seen of Joan of Arc and Cleopatra through the history of art to combine these</p>	<p>L: Children should understand who Cleopatra and Joan of Arc are.</p> <p>E: Children should explain the similarities and differences between the way Cleopatra and Joan of Arc were treated.</p> <p>GD: Children should reflect on the females in power that they have learnt about so far and explain how things have changed in female leadership over time.</p>

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<p>Analyse evidence to understand how event occurred in the past</p>	<p>Day in the life of an Ancient Egyptian Children will receive a card that tell them their woman's role in society during Ancient Egypt.</p> <p>Using iPad's children will create a documentary using their prompt cards of a particular role of a woman in Ancient Egyptian times. They are also able to use the ipad to conduct more research on this role should they require more input for their task.</p> <p>Props to complete the task will be available for children to use throughout the task.</p> <p>Children will reflect whether the roles of regular woman in Ancient Egyptian society was fair.</p> <p>Final pieces will be showcased in a limited edition show and tell to celebrate children's learning.</p>	<p>L: Children will understand the role of women in society.</p> <p>E: children will be able to use technology to analyse evidence and build a greater understanding on the role of women in Ancient Egypt.</p> <p>GD: Children should research and present knowledge on the role of women in Ancient Egypt using technology.</p>
<p>Demonstrate understanding and use historical vocabulary to describe change through time.</p>	<p>The Role of Woman- Ancient Egypt to Today Using the knowledge they have learnt about key women in time, they will plot a timeline of women who have been influential in history, including their focused ones. Additionally, children will be given influential women that existed at the same point in history.</p> <p>The task will be completely independently where children have to use their previous knowledge and skills to complete their timeline.</p> <p>By the end of the lesson, children should gain understanding on how women have changed our history and gain empathy for their hardships. In addition, they will recognise that women could influence history within the same time period.</p>	<p>L: Children will recall some key female figures in History and reflect how their impact in time.</p> <p>E: Children will recall the women in history that they have learnt about and use the knowledge on timelines to present their ideas.</p> <p>GD: Children will gain empathy and understanding on the journey women have been on through time.</p>

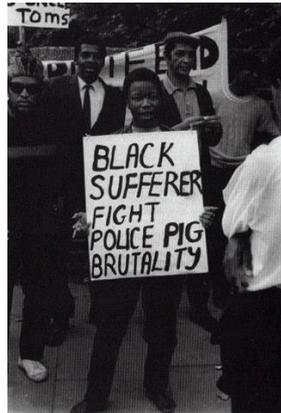
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Understand and summarise why people in the past acted like they did.

The Role of Woman- Ancient Egypt to Today **summative assessment**

Children will see representation of women in time:
Cleopatra, Olive Morris and Queen Elizabeth.

Explain that children must use their knowledge learnt in the topic to explain and summarise their own understanding of the pictures. They will be encouraged to recognise the similarities and differences in the pictures, as well as ensure they are looking at the overall picture.



L: Children will make simple observations and summarise what is going on in the picture.

E: Children will use their knowledge learnt throughout the topic to understand the journey women have been on through time.

GD: Children will ask and answer their own investigative questions using the knowledge they have learnt throughout the topic.

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Children should be able to recall key facts about each figure, as well as discuss the evolution of woman in different time periods starting in Egypt.

History Assessment

Threshold Concept:

Pre-threshold

Analyse photographs or pictures of people or events in the past and identify differences in the ways of life.

Post-threshold

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