

4	Autumn	Spring	Summer
	Ancient Egyptians	Local History	Crime and Punishment
Key Questions	<p>Why were people able to prosper in the desert land of Ancient Egypt?</p> <p>Why do we know so much about the Ancient Egyptians and their achievements?</p> <p>How did different groups of people contribute to the achievements of Ancient Egyptian society?</p> <p>What can we learn about the Ancient Egyptians from the Great Pyramid?</p> <p>Are you surprised by Ancient Egyptian religion?</p> <p>How much did the Ancient Egyptians achieve?</p>	<p>What makes a building/site special and are there any such sites in our local area?</p> <p>Should all listed buildings be preserved?</p> <p>Can we find reasons as to why a building might be worth saving?</p> <p>Can we plan a campaign to save our building?</p> <p>Can we plan a campaign to save our building?</p> <p>How can we present our campaign arguments to an audience?</p>	<p>Do laws and punishments change over time?</p> <p>What is a crime?</p> <p>How has the police force changed over time?</p> <p>What were punishments in the past meant to achieve?</p> <p>How and why have attitudes changed towards suffragettes?</p> <p>How has Crime and Punishment changed over time?</p>
Vocabulary	<p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, scribes, society, sarcophagus, excavation, inscription, papyrus, mummification, role, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule</p>	<p>Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, leisure, worship, heritage, community, services, argument, persuade</p>	<p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, prison, separate system, silent system, suffrage, suffragettes, discrimination, prejudice, democracy, parliament, change, continuity, attitudes, values.</p>
Skills	<p>Identify details from local, national and global history</p> <p>Sequence a number of significant events, using dates</p> <p>Make valid statements about the main similarities, difference and changes occurring within topics</p> <p>Can comment on the importance of cause and effects for some of the key events and developments within topics</p> <p>Identify why some aspects of historical accounts are significant</p> <p>Understand reasons why accounts are different and why</p> <p>Pose valid questions and answer them with substantial answers</p> <p>Use a range of sources to answer historical enquiry</p>		