

CYCLE A KS2	
Term 6- Why was the River Nile so important to the Ancient Egyptians?	
Overview- NATIONAL- Historical Unit	
How can we discover what Egypt was like 5,000 years ago? What can artefacts and the work of Egyptologists tell us about life at this time? Should they be removed from a tomb? Who built the pyramids? (Did the Prince of Egypt Film get it right?) What did Egyptians have in common with the civilisations at the time that we have studied in Britain?	
KS1 Prior Knowledge	KS2 National Curriculum Objectives
• A river is a moving stream of water that flows downhill into an ocean, lake, pond, or even another river. Rivers can be different sizes. • A river has an upper, a middle and a lower course. Different features are found at different places along a river. • A meander is a bend in a river. A confluence is a join of two rivers. A tributary is a small river off a larger river. The source is the beginning of a river, usually in hills or mountains, in marshy wetlands. The mouth is where the river meets the sea. There might be a delta or an estuary. • The River Severn and the River Avon are important to Bristol and South Glos. Bristol developed here because of a bridge over the river and the rivers could transport goods and people both across Britain and to other countries. This was important for trade. Bristol also had many explorers who left from its port. • The River Nile is the world's longest river at 6,650km. It stretches across many countries in Africa. • Rivers can flood onto the flood plain either side a river, the flat land in the bottom of a valley. • Different civilisations or societies existed at different times in the past. We can look at these	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

chronologically using a timeline. We have learnt about the Stone, Bronze and Iron Age.		
• BC means Before Christ and AD means Anno Domini (After Christ).		
Key Skills		
• Chronology – Place events and developments in order. For example, how the Nile floods shaped farming over time. • Using Sources – Look at pictures, maps, or artifacts to understand life by the Nile. • Asking Questions – Think about questions like: <i>Why did Egyptians settle near the Nile?</i> or <i>How did the river help trade?</i> • Making Connections – Compare life near the Nile to life in other places, like deserts or rivers in other civilizations. • Presenting Findings – You could make a poster, model, or slideshow showing the importance of the Nile.		
PSHE Links	Key Vocabulary	Cross Curricular links (DT/RE)
Health and Wellbeing • Understanding how access to clean water affects health and survival. • Compare Ancient Egyptian water use with modern water safety and hygiene. Relationships and Community • How living near the Nile helped people work together to farm and build villages. • Shows the importance of cooperation and shared resources in a community. Living in the Wider World • How people depend on natural resources like rivers for food, trade, and transport. • Discuss how societies adapt to their environment—connecting Ancient Egypt to modern issues like water scarcity. Economic Understanding • Ancient Egyptians traded goods along the Nile—introduce the idea of economic interdependence. • Can relate to money, trade, and resources in today’s world.	 The Ancient Egyptians  Egypt  River Nile  Pharaohs  Fishing  Irrigation  Trade  Pyramids  Gods  slaves	Art • Draw Nile landscapes, hieroglyphics, Egyptian gods, or make papyrus-style art. RE • Comparison of faiths from Egyptians times to current faiths and religions. History • Study pharaohs, pyramids, daily life, religion, and chronology of Ancient Egypt. Science/DT • Investigate mummification (preservation), the Nile ecosystem, plants/crops, and simple machines like ramps for building pyramids.

Environmental Awareness

- Recognize how the Nile shaped life and why protecting rivers is important today.
- Links to **sustainability** and caring for the planet.

Quality Texts/Resources

