



Year 5 / 6	Ancient History	Topic / Unit: Military/Rulers
Key Vocab	Curriculum Drivers	Inspirational Individuals
Kingdom of Kush Stela, Dynasty, Amun, Pharoah, Upper Egypt, Lower Egypt, Nubia, Napata, Nile Delta, Coalition, Third Intermediate Period.	The Arts/ Humanities Culture and Diversity Civilization and the Wider World	King Piye Shabaka Shebitku Taharqa Tantamani



**Key question to drive enquiry and our assessment goal:**

What were the achievements of the Kings of the 25<sup>th</sup> Egyptian Dynasty and to what extent do the Kushite rulers of said dynasty provide insight into the role of Africans in antiquity?

Background Information:	Opportunities for Reflection:
<ul style="list-style-type: none"><li>• Understand the context of the invasion</li><li>• Understand the Characters involved (Pharaohs of the 25<sup>th</sup> Dynasty, Tefnakht I)</li><li>• Understand the basic geography of Egypt and Nubia (Upper and Lower Egypt, Nubia, the Nile Delta)</li><li>• Understand the limitations of what we know about this period due to a distinct lack of written sources, the main source of the invasion coming from the Piye Victory Stela.</li></ul>	<ul style="list-style-type: none"><li>• Hands up, who can simply explain the states of Egypt and the Kingdom of Kush prior to invasion (Egypt = divided and chaotic, Kush = united and strong)</li><li>• Hands up, who is Amun? Why was he so important to the Kushite invasion of Egypt? Answer: King of the Egyptian gods and favourite of the Kushites, Piye uses him to justify his war on Egypt.</li><li>• Hands up, what is one of the main sources we have for the 25<sup>th</sup> Dynasty's military exploits? Answer: Victory Stele.</li></ul>
Language Guide	CORE LEARNING at the end
	<ul style="list-style-type: none"><li>• Understand the role ancient African civilizations played in the shaping of the ancient world.</li><li>• Understand the achievements of the Pharaohs of the 25<sup>th</sup> Dynasty of Egypt and their Kushite context.</li></ul>



Learning Outcomes:	Continued Universal Learning Outcome:
<ul style="list-style-type: none"> <li>• Understand the events of the Kushite Invasion of Egypt</li> <li>• Understand the background and aftermath of the Kushite Invasion of Egypt.</li> <li>• Understand the Kushite rulers of the 25<sup>th</sup> Egyptian Dynasty and their achievements.</li> <li>• Understand the significance of the God Amun.</li> <li>• Understand the role of African civilizations in the events of the ancient world.</li> </ul>	<p>Knowledge- Understand the military achievements of ancient African rulers.</p> <p>Ideas and Beliefs- Understand the role religion had in the Kushite invasion of Egypt (Kushite reverence of Amon).</p>
Cross Curricular Links:	SMSC Links:
<ul style="list-style-type: none"> <li>• Geography- Understand the geography of Egypt, Nubia and Kush including the distinction between upper and lower Egypt.</li> <li>• English- Story activity on Piye's march to Egypt as a creative writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Development- Understanding that great civilizations in the ancient world included more than just Egypt, Greece, and Rome.</li> </ul>



### Step 1: Teacher motivates pupils to want to learn and scopes the enquiry

Lesson / Activity	Military and Rulers
<b>Core Learning &amp; Vocabulary</b>	<p><b>WALT:</b> Discover the roles ancient African civilizations played in the shaping of the ancient world.</p> <p><b>Lesson to be taught alongside attached PowerPoint and using the teacher handout with unabridged information and further resources also attached.</b></p> <ol style="list-style-type: none"><li>1. Teacher introduces the topic using the PowerPoint, children to discuss what a pharaoh is and where modern-day Egypt and Sudan are, finish with hands up and answers to questions. (5-10 mins)</li><li>2. Teacher introduces the characters of Piye's invasion of Egypt, where they each come from and the state of Egypt and Kush before the invasion so as to build context. Hands up, who can simply explain the states of Egypt and the Kingdom of Kush prior to invasion (Egypt = divided and chaotic, Kush = united and strong)</li><li>3. (Activity matching questions to places on a map of Egypt and Kush). (10 mins)</li><li>4. Teacher describes the events of the invasion with reference to Piye's victory Stela and its significance as a historical source as well as the significance of the god Amun to the Kushites. Hands up, who is Amun? Why was he so important to the Kushite invasion of Egypt? Answer: King of the Egyptian gods and favourite of the Kushites, Piye uses him to justify his war on Egypt. (10 mins)</li></ol>



5. Teacher introduces the rest of the Pharaohs of the 25<sup>th</sup> Dynasty and their achievements according to the PowerPoint, emphasis on the victory Stela of Esarhaddon as another example of an ancient textual source. Hands up, what is one of the main sources we have for the 25<sup>th</sup> Dynasty's military exploits? Answer: Victory Stele.
6. Teacher describes the fall of the 25<sup>th</sup> Dynasty and their significance as a distinctly African kingdom in the ancient world. (5 mins)
7. Activity matching up characters names with their descriptions. (Activity matching names to descriptions) (10 mins)
8. Creative writing activity: writing a short story about marching North with king Piye's army to invade Egypt. (20-25 mins)

**Key vocabulary:** Kingdom of Kush, Stela, Dynasty, Amun, Pharaoh, Upper Egypt, Lower Egypt, Nubia, Napata, Nile Delta, Coalition, Third Intermediate Period.

**Key Questions:** What role did the Kingdom of Kush have in the uniting of Egypt during this era?



<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Children will be familiar with the East African rulers of the 25<sup>th</sup> Egyptian dynasty and their accomplishments, especially their military exploits.</li><li>• Children will understand the role of Ancient East Africans in the conquest and developments of the Ancient Egyptian state during the 25<sup>th</sup> Dynasty.</li></ul>
<b>Activities / Tasks</b>	<p>9. Exercise, Match description of a character to their name (5 mins). 10. Exercise, Match a question to its answer on a map of Egypt and Kush (10 mins). 11. Write a short story about being part of Piye's army marching into Egypt. (remaining time)</p> <p><b>Resources:</b> See teacher handout.</p>



### Assessment ARE:

- I can explain the achievements of the 25<sup>th</sup> Egyptian Dynasty
- I can explain the influence of the 25<sup>th</sup> Dynasty in Egyptian history
- I understand the evidence types for this period of history.

‘Greater Depth’ is achieved through a focus on **ACE** – tasks enable pupils to **A**pply, **C**onnect and **E**xplain (or **E**xplore) & **E**valuate

<b>A</b> pply	Pupils independently apply skills, knowledge and understanding from their current, and previous learning to new historical enquiries.
<b>C</b> onnect	Pupils make clear, strong and appropriate connections between their knowledge and understanding of previous periods of history and the new enquiry, using their historical skills.
<b>E</b> xplore & <b>E</b> valuate	Pupils are able to explore and critically evaluate a range of sources and use this to explain the impact of historical events and people independently.