

Ancient Egypt – Year 3



Ancient civilizations: What was important to the Ancient Egyptians?

Prior Learning

In KS1, pupils should be taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally (Plague/Eyam)
- 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. (Thomas Cook)

Stone Age to Iron Age:

- introduction to chronology (prehistory, BC/AD, BCE/CE)
- changes over time: housing, settlement, cave painting, bronze/iron
- archaeological sites of significance: Skara Brae, Stonehenge
- key features, aspects and events of the period studies

<u>Key question and NC objective</u>		<u>knowledge to be taught</u>
<p>L1</p> <p>Who, where and when?</p> <p><u>LO: identify when and where the Ancient Egyptian civilisation existed.</u></p> <p>NC: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind (Chronological Understanding and Knowledge, POC)</p> <p>a) sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>b) understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era) and CE (Common Era).</p> <p>a) use and understand appropriate historical vocabulary</p>	<p>Chronology: Retrieval - refer back to timeline of ancient civilisations to inside cover of exercise book. Compare location and dates of Ancient Egypt to Stone Age-Iron Age.</p> <p>Timeline of different periods of existence. (C7000BCE settlement on Nile; C3000BCE height of civilisation; 31BCE Roman rule)</p> <p>Overview of where and when the first civilizations appeared. Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Terminology: ancient, civilisation</p> <p>Locate Egypt and the Nile on a map.</p>	
<p>L2</p> <p>What was important to the Egyptians? The Nile (flooding, agriculture, settlements, trade)</p> <p><u>LO: explain the importance of the Nile to the Ancient Egyptians.</u></p>	<p>Retrieval: who, when, where? Recall key facts from previous lesson. What can pupils recall about settlements in geography units?</p>	

	<p>NC: characteristic features of past non-European studies (Knowledge and Understanding, POC):</p> <ul style="list-style-type: none"> a) note key changes over a period of time and give reasons b) find out about the everyday lives compared with our lives today d) identify key features, aspects and events e) describe connections and contrasts between aspects of history, people, events and artefacts <ul style="list-style-type: none"> a) use and understand appropriate historical vocabulary 	<p>Terminology: settlements, trading, fertile, agriculture, irrigation</p> <p>Edible crops, flax for clothes, papyrus for paper.</p> <p>Annual flooding/ seasonal calendar: akhet, peret, shemu</p>
<p>L3</p>	<p>What was important to the Egyptians? Gods and pharaohs</p> <p><u>LO: explain the importance of gods and pharaohs to the Ancient Egyptians.</u></p> <p>NC: characteristic features of past non-European studies (Knowledge and Understanding):</p> <ul style="list-style-type: none"> a) note key changes over a period of time and give reasons b) find out about the everyday lives compared with our lives today d) identify key features, aspects and events e) describe connections and contrasts between aspects of history, people, events and artefacts 	<p>Retrieval – why was the Nile so important to the Egyptians?</p> <p>Focus on some key gods.</p> <p>Pharaohs were worshipped as gods. How do we know this?</p>
<p>L4</p>	<p>What was important to the Egyptians? Religious life (Mummies)</p> <p><u>LO: explain how and why mummification took place.</u></p> <p>NC: characteristic features of past non-European studies; understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims (Knowledge and Understanding and Historical Interpretation):</p> <ul style="list-style-type: none"> a) note key changes over a period of time and give reasons b) find out about the everyday lives compared with our lives today d) identify key features, aspects and events e) describe connections and contrasts between aspects of history, people, events and artefacts c) state what an artefact is in basic terms 	<p>Retrieval – What was important to the Egyptians? How do we know?</p> <p>Know how and why they conducted mummification.</p> <p>Explain what mummification tells us about their beliefs, afterlife.</p> <p>Explain why mummies are useful artefacts to teach us about Ancient Egypt.</p> <p>(The methods of embalming, or treating the dead body, that the ancient Egyptians used is called mummification. Using special processes, the Egyptians removed all moisture from the body, leaving only a dried form that would not easily decay. It was important in their religion to preserve the dead body in as life-like a manner as possible. So successful were they that today we can view the mummified body of an Egyptian and have a good idea of what he or she looked like in life, 3,000 years ago.</p>

		<p>After death, the pharaohs of Egypt usually were mummified and buried in elaborate tombs. Members of the nobility and officials also often received the same treatment, and occasionally, common people. However, the process was an expensive one, beyond the means of many.</p> <p>For religious reasons, some animals were also mummified. The sacred bulls from the early dynasties had their own cemetery at Sakkara. Baboons, cats, birds, and crocodiles, which also had great religious significance, were sometimes mummified, especially in the later dynasties.)</p>
L5	<p>What was important to the Egyptians? The iconic pyramids</p> <p><u>LO: explain how and why pyramids were built.</u></p> <p>NC: characteristic features of past non-European studies; understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims (Knowledge and Understanding and Historical Interpretation):</p> <ul style="list-style-type: none"> a) note key changes over a period of time and give reasons b) find out about the everyday lives compared with our lives today d) identify key features, aspects and events e) describe connections and contrasts between aspects of history, people, events and artefacts <ul style="list-style-type: none"> a) look at more than two versions of the same event or story in history and identify differences; b) investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Retrieval – What was important to the Egyptians? Have you learnt about any other buildings that were significant to their people? (Stone Henge)</p> <p>Explain who Howard Carter was, what he discovered and how this has informed our understanding of the Ancient Egyptians.</p> <p>Understand HOW pyramids were built and WHY (and therefore what this tells us about their beliefs)</p>
L6	<p>What else do artefacts tell us about the Egyptians? Daily Life</p> <p><u>LO: demonstrate an understanding of Egyptian daily life</u></p>	<p>Retrieval – What are artefacts? Revisit some artefacts from Stone Age to Iron Age unit and how historians can improve their understanding by analysing artefacts.</p>

	<p>NC: characteristic features of past non-European studies (Knowledge and Understanding):</p> <p>a) note key changes over a period of time and give reasons</p> <p>b) find out about the everyday lives compared with our lives today</p> <p>d) identify key features, aspects and events</p> <p>e) describe connections and contrasts between aspects of history, people, events and artefacts</p>	<p>Study a selection of artefacts and images – see Ancient Egyptians resource box.</p> <p>What do they tell us about Ancient Egyptian daily life? (focus on usefulness of artefacts).</p> <p>Hieroglyphics – what do they tell us about their life?</p> <p>Children to explain what an artefact is in basic terms.</p>
L7	<p>What happened to the Ancient Egyptian civilisation?</p> <p>LO: explain how and why the Ancient Egyptian civilisation came to an end.</p> <p>NC: the expansion and dissolution of empires; understand historical concepts such as continuity and change, cause and consequence (Historical Investigation):</p> <p>b) construct informed responses about one aspect or key event in the past through careful selection and organisation of relevant historical information</p> <p>c) gather more detail from sources such as maps to build up a clearer picture of the past</p>	<p>Retrieval – When did the Ancient Egyptian civilisation begin?</p> <p>Understand that the civilisation lasted for more than 3000 years. War, Alexander the Great, Roman invasion. (see BBC Bitesize website for vid and info).</p> <p>Continuous rule: over 170 pharaohs. Change: Alexander the Great 332BCE. 31BCE Cleopatra death/Roman invasion.</p> <p>Understand that other empires coexisted and that it eventually came under Roman rule. (Romans in Britain taught next unit)</p>
Assessment: End of unit quiz and assessment grids		
	Vocabulary	
Tier 1	farmer, builder,	
Tier 2	ancient, pyramid, tomb, skilled, craftsmen, fertile, evidence,	
Tier 3	civilisation, pharaoh, sarcophagus, artefact, source, chronology, chronological, archaeology, archaeologist, historians, hieroglyphs, mummification, papyrus, flax,	

Egypt was home to one of the most advanced civilizations of the ancient world, lasting from around 3100 BCE to 30 BCE, when it was conquered by the Romans. Protected from invaders by deserts, and fed by fertile farmland on the banks of the Nile, the Egyptian civilization survived for thousands of years with few major changes. The Ancient Egyptians left behind many clues about their way of life, from giant temples and pyramids to statues, paintings, mummies, and picture writing called hieroglyphics.

Ancient Egypt was the most stable civilization in human history, lasting for more than 3,000 years.
