

# #WeAreHistorians

Unit of Learning

Year 3

Summer

Ancient Egypt

## Overview

Children learn about the Ancient Egyptian civilisation and how they went about daily life. They explore the importance of pharaohs, mummification and the afterlife, as well as why the River Nile was vital to their achievements. They also consider how the Egyptians could be considered great engineers and the legacy they left behind.

## National Curriculum Objectives

Children should be taught about:

- ❖ Changes in Britain from Stone Age to Iron Age
- ❖ The Roman Empire and its impact on Britain
- ❖ Britain's settlement by the Anglo-Saxons and Scots
- ❖ The Viking and Anglo-Saxon struggle for control of England up to Edward the Confessor
- ❖ A local history study
- ❖ An aspect of theme in British History that extends chronological knowledge beyond 1066
- ❖ The achievements of the earliest civilisations
- ❖ The life, achievements and impact on the western world of the Ancient Greeks

## Disciplinary and Procedural Knowledge

### Chronological Knowledge and Understanding

- ❖ Use timelines to place events in order that they have studied from memory
- ❖ Understand timelines can be divided into BC and AD
- ❖ Use words and phrases like century and decade
- ❖ Understand the term ancient civilisations and period

### Historical Enquiry

- ❖ Use artefacts, pictorial and written evidence sources to describe invasions, homes, settlements, culture and way of life, beliefs, attitudes, differences between rich and poor
- ❖ Draw conclusions from sources with support and begin to see limitations of source
- ❖ Suggest reasons why periods in history are different

### Interpretations of history

- ❖ Understand the difference between primary and secondary evidence sources
- ❖ Give reasons why there might be different accounts of history
- ❖ Ask questions of the source material and suggest sources of evidence to help answer the questions

### Continuity and Change

- ❖ Identify similarities / differences between ways of life at different times comparing their own lifetime with that from the beginning of time and from another country

### Cause and Consequence

- ❖ Recognise why people did things linked to previous knowledge
- ❖ Explore why events happened and what happened as a result

### Similarities and Differences

- ❖ Make simple observations about different types of people, events and beliefs within a society

### Historical Significance

- ❖ Talk about important groups of people from the past and recall their stories
- ❖ Talk about the legacy of the significant groups
- ❖ Say whether they are inspired by the significant people, why and how

## Key Threads in Our Curriculum

### LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

### MIGRATION



Did the civilisations we study invade or migrate to England?

### WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

### CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

## Website Links / Texts

<https://www.booksfortopics.com/booklists/topics/history/ancient-egypt/>

<https://www.bbc.co.uk/bitesize/topics/zg87xnb>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt>

<https://www.thenational.academy/teachers/programmes/history-primary-ks2-l/units/ancient-egypt-ff66/lessons/why-was-the-river-nile-important-to-the-ancient-egyptians-cgwkgr#video>

<https://www.thenational.academy/teachers/programmes/history-primary-ks2-l/units/ancient-egypt-ff66/lessons/who-ruled-ancient-egypt-c8w32t#video>

## Key Knowledge - End Points

- ❖ To know Ancient Egypt was a civilization (on the African continent) that spanned more than 4000 years (5500 BC-30BCE Death of Cleopatra V11)
- ❖ To know the civilization was built on the banks of the River Nile and why
- ❖ To know the Ancient Egyptians were great engineers and be able to give some examples
- ❖ To know the importance of the Pharaohs in society
- ❖ To know what mummification was and the role it played in the afterlife
- ❖ To know the Egyptians created a recording strategy in the form of Hieroglyphs

## Unit Vocabulary

artefact	mummification
ankh	pharaoh
civilisation	pyramid
embalm	sarcophagus
excavate	Rosetta Stone
hieroglyphics	

## Lesson Sequence

To know who the Ancient Egyptian were and when they lived	To understand the importance of the River Nile in Egyptian life	To know why pharaohs were so important during this time	To know what mummification was and how it linked to the afterlife	To know that the Egyptians created a recording strategy known as hieroglyphics	To understand that the Ancient Egyptians were great engineers and give examples
---	---	---	---	--	---



## Suggested Retrieval Task



Place these events in chronological order on the timeline	Who do you think was more helpful during the Great Fire of London: King Charles or Samuel Pepys? Why?	How long have the RNLI been active in their rescue work?	Why did miners go on strike in 1984?	What did the Egyptians use to preserve a body during mummification?	What do you think the Ancient Egyptians and the Stone Age have in common?
---	---	--	--------------------------------------	---	---

## Activity

<p>Locate on both a map and timeline of learning so far where the Ancient Egyptians would fit</p> <p>Create pyramid of roles in Egyptian society and explain each section</p>	Create diagram to show the cycle of the River Nile and how Egyptians based farming / daily life around this	Explore lives and achievements of three given pharaohs (Tutankhamun, Ramesses II and Cleopatra VI) - rank them in order of importance/most successful and explain choices	Explain the steps taken to mummify a body, then explain what Egyptians thought would happen once they entered the afterlife (weighing of heart etc.)	<p>Explore Rosetta Stone and impact on learning about Egyptians - explain in own words</p> <p>Create cartouche of their own names in hieroglyphics</p>	Research examples of Egyptian engineering (shaduf, pyramids, hieroglyphics etc.) and create infographic on how these impacted life afterwards
---	---	---	--	--	---

## Assessment

Correctly locate the Egyptians and the roles of society we know about	Accurately describe the cycle of the River Nile and how it impacted life	Justifications given for ranking of pharaohs in order of importance	Correctly identify the steps needed to mummify a body	Succinct explanation of importance of Rosetta Stone evident in books	Appropriate collection of Egyptian engineering examples given and impact explained
---	--	---	---	--	--