

ANCIENT EGYPT

YEAR 3/4: Spring 1

What did the Ancient Egyptians believe in?

COVERAGE: The children will investigate why the Ancient Egyptians were so important to history.

- Identify where and when ancient civilisations first appeared.
- Ask historically valid questions about sources.
- Identify Ancient Egypt's location and its key geographical features.
- Explain why the River Nile was important to ancient Egyptians.
- Explain the significance of the Rosetta Stone.
- Explain the importance of gods and goddesses to people in ancient Egypt.
- Analyse mummification's connection to ancient Egyptian beliefs about the afterlife.
- Decide what was important to people in ancient Egypt.
- **Chronological awareness:** understanding language related to chronology and building a mental timeline of the chronological order of periods of history.
- **Historical Enquiry:** posing historical questions, gathering, organising and evaluating evidence, interpreting findings and making connections, evaluating and drawing conclusions and communicating findings.
- **Concepts:** change and continuity, similarities and differences, cause and consequence, historical significance, sources of evidence and historical interpretations.

KEY LANGUAGE AND VOCABULARY:

afterlife

Book of the Dead

civilisation

historically significant

immortal

mummification

preserve

Ra

River Nile

sarcophagus

KNOWLEDGE AND FACT SHEET

History - What was important to ancient Egyptians?

ancient	From a very long time ago.
civilisation	A large group of people with a common language, way of life and government.
fertile	Soil which is rich with nutrients and good for growing crops.
grain	Grains stored with a dead person.
mummification	A writing system using symbols and pictures.
ancient	Living forever.
mummification	The process of preserving a dead body as a mummy.
paper	A plant that grew along the River Nile, which was used to make paper.
pharaoh	A ruler of ancient Egypt, like a king or queen.
River Nile	A river in Egypt, which is the longest in the world.

The River Nile

The ancient Egyptians called the River Nile. It gave ancient Egyptians water for drinking, fishing and trade. It was also very good for growing crops.



Key vocabulary

The afterlife

The ancient Egyptians believed in life after death and that people would journey to another world when they died. They prepared the body for the journey by mummification. They believed the soul would travel to the afterlife.



Key vocabulary

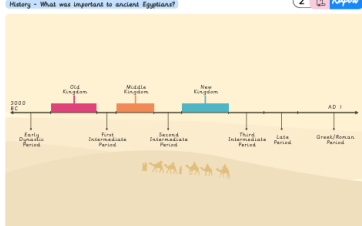
Mummification

Ancient Egyptians had a writing system made up of hieroglyphs - symbols representing sounds, words or ideas. Hieroglyphs were used to write down important events, laws, and stories. They were also used to write the Book of the Dead.



Key vocabulary

History - What was important to ancient Egyptians?



Timeline of Ancient Egypt:

- 3000 BC: Old Kingdom
- 2686 BC: Middle Kingdom
- 2181 BC: New Kingdom
- 1550 BC: Late Period
- 332 BC: Ptolemaic Period
- AD 1: Roman Period

Key vocabulary

KEY QUESTIONS:

- Which of the following is not an Egyptian period of history?
- Which river runs through Egypt?
- Pharaohs were important because...
- What was the main role of the Egyptian gods?
- Why were the pyramids built?
- Why are archaeologists uncertain how about the pyramids were built?
- Why did the ancient Egyptians mummify people?
- What was a Book of the Dead?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that change can be brought about by advancements in trade.
- To know that significant archaeological findings are those which change how we see the past.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.

- To know that assumptions made by historians can change in the light of new evidence.
- To understand that societal hierarchies and structures existed including aristocracy and peasantry.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To understand that there are different beliefs in different cultures, times and groups.
- To compare the beliefs in different cultures, times and groups.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.

Skills

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.
- Making a simple individual timeline. Identifying the links between different societies.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.
- Understanding how historical enquiry questions are structured.
- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the bias of historical evidence.
- Extracting the appropriate information from a historical source. Identifying primary and secondary sources.
- Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question "How do we know?"
- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.
- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.

- Creating a structured response or narrative to answer a historical enquiry.		
ENRICHMENT: The children will have a visit from the History Man who will bring in artefacts and information about the Ancient Egyptians to bring the topic to life!	PREVIOUS LEARNING: The children have completed a unit of history the Stone Age and the Bronze Age to understand the history of the UK. FUTURE LEARNING: They will go onto to looking into how the lives of children have changed over periods of time.	
School Drivers to Examine Children will look at: - Economy and Power = how and why did the Egyptian civilisation become so powerful? Why was the Nile so important? - Creativity and Innovation = how did the Ancient Egyptians create a civilisation with the technology they had? - Culture and Diversity = what significant religious beliefs influenced the Ancient Egyptian civilisation and why?		