

History

Ancient Egyptians Year 3

Remember when

-Stone Age, Bronze Age and Iron Age

Sticky knowledge

- . The Egyptian period was from 3100BC to 395AD. Cleopatra was the last Pharaoh of Egypt before the Romans took over.
- . Pharaohs were at the top of the social hierarchy and farmers and slaves were at the bottom
- . The daily life of Egyptian pharaohs typically involved attending meetings, accepting gifts, paying tribute to the chief god.
- . The daily life of a farmer was hard. Men and boys worked in the fields. The women and girls made bread and spun thread to weave
- . The Ancient Egyptians lived alongside the Nile for farming and livestock
- . The Ancient Egyptians engaged in trade with their foreign neighbours to obtain rare, exotic goods not found in Egypt.
- . The Egyptians believed in many Gods
- . The Egyptians were the first civilization to invent writing. It was called hieroglyphics
- . Howard Carter was famous because he discovered Tutankhamun's tomb in 1922.
- . Tutankhamen was a Pharaoh who was known as the boy king because he became king at 9 years old.

Key vocabulary

Canopic jars
Cartouche
Death masks
Giza
Howard Carter
Hieroglyphics
Mummification
Pyramid
Pharaoh
Sphinx
Sarcophagus
Tomb
Tutankhamun

National curriculum

To study the achievements of the earliest civilizations – an overview of where and when civilizations appeared and a depth study of Ancient Egypt.

Geographical links

-Locate Egypt on a world map
-Locate Nile
-Surrounding countries and seas
-What did the country trade then and now?
-Important and significant landmarks.

Timeline specification

To be used to demonstrate understanding and as a research starter
-Period of history
-Passing of time
-Plot own significant dates
-Key words to be used as start of research
-To include factual information from research

Enquiry questions

Who/what was the most significant ...?
What can we learn from this ...?
How was our town affected by ...?
Autumn 1- Who lived the better life in Egypt?

Sources of information

visit	maps
visitors	oral
artefacts	testimonies
museums	diaries
photographs	autobiography
documentation	songs
real life	tools
accounts	speeches
newspapers	paintings
letters	clothing

	Title/ focus	Lesson outline
Lesson 1	<p>LO: To know who the Ancient Egyptians were, when they lived and where they came from.</p> <p>Sticky Knowledge: The Egyptian period was from 3100BC to 395AD. Cleopatra was the last Pharaoh of Egypt before the Romans took over.</p>	<p>Introduction - Which words on key vocabulary never heard of it, heard of it and don't quite know the meaning. Yes I know what it means and can put it into a sentence.</p> <p>Where is Egypt? Location of Egypt on map. LA – World map to identify Egypt – labelled countries ARE – World map with continents labelled GD – World map with no labels</p> <p>Timeline of where Egyptians fit into British/world history. At the same time as the Egyptians around the world there were also the Ancient Sumer, The Indus Valley and The Shang Dynasty. Plot these locations on the world map and put these including the Egyptians into order, showing where the periods overlap. Ask and answer simple questions about these periods in history- which lasted the longest? Where was...? Which was the shortest period? Etc</p> <p>Timeline of main Egyptian events.- Discuss meaning of BC and AD.</p> <p>Practical activity. Timeline on floor/hall/outside. Plot where children think we are now and significant times that have been covered in previous years. Discuss reasons why they have plotted there.</p>

		Identify actual timeline. What have they noticed? Display in room will reinforce this to be added to during the topic.
Lesson 2	<p>LO: To understand how Ancient Egyptian society was organized</p> <p>Sticky Knowledge: Pharaohs were at the top of the social hierarchy and farmers and slaves were at the bottom.</p>	<p>Pyramid of roles in society https://www.ducksters.com/history/ancient_egyptian_hieroglyphics.php BBC Bitesize hierarchy https://www.youtube.com/watch?v=flZzcxSo5B8</p> <p>Roles from slaves and farmers to scribes and Pharaohs Discuss what each role/job entailed. Slaves, farmer, craftsman, merchants, scribes, soldier, priest, vizier and Pharaoh</p> <p>Discuss as a class actual pyramid and lead onto who do they think should be at the top of the pyramid? Why?</p> <p>LA order the hierarchy on a template of a pyramid and label. Sentence – A slave is _____, A scribe is _____ etc ARE- Order on a pyramid. Description of each role. Example of what each role involves. GD Order on a pyramid. Description of each role and reasons why they are in that hierarchy.</p> <p>Extension – create own hierarchy and justify their choices.</p>
Lesson 3	<p>LO: To know what life was like in Ancient Egyptian times</p> <p>Sticky Knowledge: The daily life of Egyptian pharaohs typically involved attending meetings, accepting gifts, paying tribute to the chief god. The daily life of a farmer was hard. Men and boys worked in the fields. The women and girls made bread and spun thread to weave.</p>	<p>Enquiry question –Who lived a better life in Egypt? Comparisons between pharaohs and farmers</p> <p>Brainstorm in mixed ability groups what being a farmer and a Pharaoh entailed on flip chart Share information on what a typical day may be for a farmer and a pharaoh.. Research using topic books (from library) and internet. Information differentiated for ability. BBC Bitesize Egypt https://www.funkidslive.com/ https://www.ducksters.com/</p> <p>Divide class into either farmers or Pharaohs. Each role to list positive things for their role and negative for the other. Class debate to prove who had the better life.</p>
Lesson 4	<p>LO: To understand the importance of the River Nile for the Ancient Egyptians</p> <p>Sticky Knowledge: The Ancient Egyptians lived alongside the Nile for farming and livestock.</p>	<p>Farming and the location of the Nile. https://www.bbc.co.uk/bitesize/topics/zq87xnb/articles/zkkywty https://www.youtube.com/watch?v=HE89JWKMROI https://www.youtube.com/watch?v=okVDdqqFI2w</p> <p>What did Ancient Egyptians grow? Why were they chosen? All children to identify land use on a map of Egypt – flood, crops and livestock- using a key. Explain why the land shaded represents ideal farming land LA /ARE – describe what the land use was, what was grown and why land use was positioned. GD – describe what land use was, reasons for usage. Would they have used the River Nile in a different way? Explain why.</p> <p>Explore farming calendar and what each season symbolizes to the farming profession. All to complete a farming calendar wheel</p> <p>Extension - What else was the Nile important for? What other uses did it have?</p>

<p>Lesson 5</p>	<p>LO: To know how the Ancient Egyptians traded goods.</p> <p>Sticky Knowledge: The Ancient Egyptians engaged in trade with their foreign neighbours to obtain rare, exotic goods not found in Egypt.</p>	<p>Discuss the meaning of trade. Examples of trade in 2022</p> <p>Recap on location of Egypt on a World map. Discuss physical features – Link back to what the importance of The River Nile was to farming. How could the Nile be important to trade?</p> <p>How could they have traded in Ancient Egypt? https://www.youtube.com/watch?v=WFeBytitVgU</p> <p>2 maps of Egypt. Identify and label the imports and exports. LA – Colour coded for imports and exports.</p> <p>Questions to answer: What did the Ancient Egyptians trade? How did they trade? Who did they trade with?</p> <p>LA – sentence openers for each question and key vocabulary given. ARE – sub headings answering questions and reasons why certain items were imported/exported. GD – Sub headings with reasons. What goods might they have traded or introduced which might have benefitted the Egyptians?</p>
<p>Lesson 6</p>	<p>LO: To understand what the Ancient Egyptians believed.</p> <p>Sticky Knowledge: The Egyptians believed in many Gods.</p>	<p>Name the Gods alongside images.</p> <p>Practical activity Rank the Gods in order of importance. What do the children think? Use own criteria. Discuss reasons why. Compare to the actual Egyptian ones. Would they order now order their own differently? Use own criteria.</p> <p>LA – I think ___ is the most/least important God because _____. ARE – Own opinion for most important/least important explaining what each belief was. GD – Own opinion for most important/least important and repeat for what they think the Ancient Egyptian might think.</p> <p>Extension – Would the Gods importance be different depending upon the hierarchy?</p> <p>Top trumps/memory matching</p>
<p>Lesson 7</p>	<p>LO: To know how and why Egyptians mummified their dead.</p> <p>Sticky Knowledge: The Egyptians mummified their dead so that when their soul returned to the body it would recognise it.</p>	<p>Refer to afterlife and Gods from previous lesson. Link to digestive system in Science. What is mummification? Why did the Egyptians mummify a body? What are canopic jars? Why do you think they used the canopic jars? Role play to mummify a child- children being roles.</p> <p>LA Order/Sequence stages and sentences alongside. Stickers given with pictures to order initially. ARE- Order stages and describe what each step entails. GD Process described for sequencing. Reasons behind why each step was carried out.</p>
<p>Lesson 8</p>	<p>LO: To know Egyptians used</p>	<p>https://www.bbc.co.uk/cbbc/joinin/spell-you-name-with-hieroglyphics https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr</p>

	<p>Hieroglyphics for their written script.</p> <p>Sticky Knowledge: The Egyptians were the first civilization to invent writing. It was called hieroglyphics.</p>	<p>Introduction - Recap on hierarchy and roles. What was a scribe? Selection of different images showing examples of hieroglyphics in tombs</p> <p>Discuss any similarities. Why are the hieroglyphics found in tombs? Look at Egyptian alphabet. Examples of messages on display around classroom. Weather permitting- messages outside to decipher. All children to have own copy of alphabet. Paired work – What does each message say?</p> <p>What is a cartouche? Children use version of papyrus, black ink and quills to write their name in hieroglyphics.</p> <p>Thorpepark 50 – Write name in hieroglyphics</p> <p>Paired work - All to make own messages. Change with another group and solve them.</p>
<p>Lesson 9</p>	<p>LO: To understand how archaeologists found out about the Ancient Egyptians.</p> <p>Sticky knowledge: Howard Carter was famous because he discovered Tutankhamun's tomb in 1922.</p>	<p>https://www.youtube.com/watch?v=7ZWB5-aXMXQ</p> <p>Images of Valley of the Kings . What do we know already about this and Howard Carter? Who was Tutankhamun? Story of Carter and finding steps, chambers, 'wonderful things' etc Sequence of events leading to discovery and findings.</p> <p>Discuss what artefacts were found. Reasons why they were in the chambers – chariot, guards etc. What did the Egyptians believe with the afterlife?</p> <p>Selection of pictures of artefacts- predict what they might have been used for All children to recount the discovery. Key vocabulary given and visual resources LA to be supported by an adult</p>
<p>Lesson 10</p>	<p>LO: To understand who Tutankhamun was.</p> <p>Sticky knowledge: Tutankhamun was a Pharaoh who known as the boy king because he became king at 9 years old.</p>	<p>Refer to previous timeline including Cleopatra and hierarchy pyramid. What is a Pharaoh? Brainstorm ideas as a class. What did we find out about Tutankhamun from his tomb?</p> <p>Using jigsaw template. LA – simpler jigsaw template. LA Questions as a guide. Who was Tutankhamun? Where did Tutankhamun live? What did Tutankhamun achieve? What do we know about Tutankhamun's family? How did Tutankhamun die?</p> <p>ARE/GD detailed jigsaw template. Differentiated fact sheets.</p> <p>Research facts about Tutankhamun using photos, artefacts, books, fact sheets, internet, purple mash.</p> <p>https://www.historyforkids.net/tutankhamun.html https://kids.kiddle.co/Tutankhamun https://www.youtube.com/watch?v=V3U1lcB3ecU https://www.youtube.com/watch?v=ULofBtBAJn4</p> <p>Extension to answer question- Do you think Tutankhamun would have been a good Pharaoh at nine years old?</p>

Lesson 11	Assessment quiz + open event for parent/carers	Assessment quiz Egyptian museum – open event for parent/carers	
Working towards		End of unit assessment Working at Age related expectations	Working at a greater depth