

History

Ancient Egyptians Year 3

Who were the Ancient Egyptians and why do we remember them?

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 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
 Papyrus
 Cleopatra
 Hierarchy
 Era
 Chronological
 Century
 Civilization
 Ancient

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 ...?
 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>The Ancient Egyptians lived alongside the Nile for</p>	<p>Enquiry Question – Who were the Ancient Egyptians?</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. Ask and answer simple questions about these periods in history- which lasted the longest? Where was...? Which was the shortest period? Etc</p>

	<p>farming and livestock.</p> <p>Skill progression: 1. Develop a sense of chronology, change and continuity – use dates to describe chronology of periods studied.</p>	<p>Explain that the River Nile was very important as Ancient Egyptians lived alongside it for farming and livestock. Discuss how Egyptians settled near the Nile as it was an important source of water.</p> <p>Timeline of main Egyptian events.- Discuss meaning of BC and AD. Practical activity. Timeline on floor/tables Children to plot key facts/events from Ancient Egypt. Identify actual timeline. What have they noticed? Display in room will reinforce this to be added to during the topic.</p>
<p>Lesson 2</p>	<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>Skill progression – 5c similarity and difference within a period, describe social, cultural religious and ethnic diversity in Britain and the wider world.</p>	<p>Enquiry question – How was Ancient Egyptian society organised?</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=fIZcxSo5B8 What order would you put these roles into? 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>
<p>Lesson 3</p>	<p>LO: To know what life was like in Ancient Egyptian times</p> <p>Sticky Knowledge:</p> <p>The daily life of Egyptian pharaohs typically involved attending meetings, accepting gifts, paying tribute to the chief god.</p> <p>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>The Ancient Egyptians lived alongside the Nile for farming and livestock.</p> <p>Skill progression - 5c similarity and difference within a</p>	<p>Enquiry question – Who lived a better life in Egypt?</p> <p>Recap- The River Nile was very important as Ancient Egyptians lived alongside it for farming and livestock. Remind children how Egyptians settled near the Nile as it was an important source of water.</p> <p>Comparisons between pharaohs and farmers Recap hierarchy- Discuss what farmers/pharaohs are. 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 on flip chart. Class debate to prove who had the better life. Tweet research and debate.</p>

	<p>period, describe social, cultural religious and ethnic diversity in Britain and the wider world.</p>	
Lesson 4	<p>LO: To understand what the Ancient Egyptians believed.</p> <p>Sticky Knowledge: The Egyptians believed in many Gods.</p> <p>Skill progression</p> <p>3. Communicating ideas, share ideas with others and listen to the ideas of others.</p>	<p>Enquiry question – What did the Ancient Egyptians believe in?</p> <p>Name the Gods alongside images. Discuss facts about Gods.</p> <p>Practical activity Rank the Gods in order of importance. What do the children think? Use own criteria. Discuss reasons why.</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? E.g. Would one God be more important to a slave compared to a pharaoh or a farmer?</p>
Lesson 5	<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>Skill progression</p> <p>2. Using evidence understand how knowledge from the past is constructed from a range of sources...</p>	<p>Enquiry question – How and why were Egyptians treated after death?</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>
Lesson 6	<p>LO: To know Egyptians used Hieroglyphics for their written script.</p> <p>Sticky Knowledge: The Egyptians were the first civilization to invent writing. It was called hieroglyphics.</p> <p>Skills progression</p> <p>5a. Describe / make some links between main events situations and changes within and</p>	<p>Enquiry question – How did the Ancient Egyptians communicate?</p> <p>How do we communicate today?</p> <p>https://www.bbc.co.uk/cbbc/joinin/spell-you-name-with-hieroglyphics https://www.bbc.co.uk/bitesize/topics/zq87xnb/articles/zvw3mfr</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. All children to have own copy of alphabet. Paired work – What does each message say?</p> <p>Answer the following questions in books- What are hieroglyphics? Who could read and write them?</p>

	<p>across different periods/societies.</p>	<p>Why are hieroglyphics in tombs? What is a cartouche? Children use version of papyrus, black ink and reeds/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 7 Extended lesson</p>	<p>LO: To understand how archaeologists found out about the Ancient Egyptians like Tutankhamun..</p> <p>Sticky knowledge: Howard Carter was famous because he discovered Tutankhamun's tomb in 1922.</p> <p>Tutankhamun was a Pharaoh who known as the boy king because he became king at 9 years old.</p> <p>Skill progression – 5d Significance of events/people, identify historical significant people and events in situations.</p>	<p>Enquiry question – Who was Howard Carter and what did he discover?</p> <p>https://www.youtube.com/watch?v=7ZWB5-aXMXQ</p> <p>Story of Carter and finding steps, chambers, 'wonderful things' etc Sequence of events leading to discovery and findings. Images of Valley of the Kings . What do we know already about this and Howard Carter? Who was Tutankhamun?</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>Activity 1: All children to recount the discovery. Key vocabulary given and visual resources LA to be supported by an adult Selection of pictures of artefacts- predict what they might have been used for</p> <p>Refer to previous timeline (lesson 1) 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>Activity 2: Using 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 Differentiated fact sheets.</p> <p>Research facts about Tutankhamun using photos, artefacts, books, fact sheets, internet.</p> <p>https://www.historyforkids.net/tutankhamun.html https://kids.kiddle.co/Tutankhamun https://www.youtube.com/watch?v=V3U11cB3ecU 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>
	<p>Assessment quiz</p>	<p>Assessment quiz</p>
<p>Working towards</p>	<p>End of unit assessment Working at Age related expectations</p>	<p>Working at a greater depth</p>

