

History Overview

Ancient Egypt



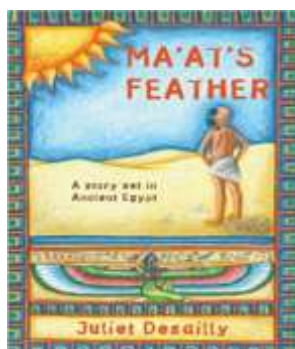
Rationale: In order to address the skills and knowledge as outlined in the national curriculum and the Newburn Manor Progression of Skills: History document. The topic of The Ancient Egyptians is age appropriate for Year 3 and helps the children gain an understanding of the past, the world around them, the achievements of the earliest civilizations and develop a good sense of chronology and where events in the past fit into the greater timeline. We believe the visual element of this topic will appeal to pupils in this age range. This study will provide an opportunity to develop our pupils' understanding that ancient civilisations had much to offer the world. E.g the Egyptians were key in the advancement of mathematics, geometry, writing and astronomy as well as developments in farming, medicine art, architecture and toothpaste!

Pre-Unit task: What happens when you mummify a tomato? See instructions on https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt

Attention Grabber: 'Break' through the classroom door (frieze paper) and crawl through the tunnels in a pyramid (desks). Pupils to use a torch to 'discover' artefacts (laminated pictures stuck up at intervals through the 'tunnel'.) Children to draw an artefact and then report back to the class.

Visits and enrichment activities: Life and Death in Ancient Egypt workshop at the Oriental Museum, Durham. 4schools@durham.ac.uk or a visit to the Ancient Egypt Gallery at the Great North Museum, Hancock, Newcastle. Make a salt dough cartouche, a mask or a sarcophagus

Key texts:





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Learning Objectives:

- Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the different stages of the mummification process used by the ancient Egyptians.
 - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.
- *To explore the story of Howard Carter's discovery of Tutankhamun's tomb.
- *To investigate some of the contents of Tutankhamun's tomb.
- *To begin to consider the ethical implications of digging up the past.
 - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.
- *To discover what Ancient Egyptian hieroglyphics looked like.
- *To explore the issue of translating hieroglyphics.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.
 - *To understand the importance of the River Nile in Ancient Egypt.
 - *To give examples of the natural resources provided by the Nile.
 - *To find out about some of the most famous pharaohs.
 - *To explore the meaning of symbols associated with the pharaohs.
 - *To discover where, how and why the Ancient Egyptians built the pyramids.
 - *To compare different Egyptian gods and goddesses.
 - *To look at sources depicting Ancient Egyptian gods.



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Examples of Key Questions:

- *Where is Egypt?
- *Who were the Ancient Egyptians?
- *In what time period did the Ancient Egyptians live?
- *How can we discover what Ancient Egypt was like over 5000 years ago?
- *What would you need if you were planning an expedition to Egypt to continue recent excavations?
- *Who were the Ancient Egyptian pharaohs?
- *Why did the Ancient Egyptians build the pyramids?
- *Who built the pyramids?
- *What was mummification?
- *Why did the Ancient Egyptians mummify bodies?
- *What was discovered inside Tutankhamun's tomb?
- *Do you think artefacts should have been taken out of the tombs?
- *Who were the Ancient Egyptians gods?
- *Why were the gods important in Ancient Egyptian society?
- *Why was Ancient Egypt called the 'Gift of the Nile'?



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Possible Overview:

1. Who were the Ancient Egyptians?

This lesson introduces the Ancient Egyptians and helps pupils to set this early civilization into its wider historical context of time and place. After looking at a historical source to find details and generate questions, pupils will create a timeline of key events from the period.

Objectives:

- To find out when and where the Ancient Egyptians lived
- To use a timeline to explore key events from Ancient Egyptian times

2. Why was Ancient Egypt the 'Gift of the Nile'?

In this lesson pupils will play a map work game in pairs to help them to investigate the basic geography of Ancient Egypt. Then they will learn about the important natural resources provided by the River Nile and its role in farming. Pupils will use their new knowledge to create an information poster about the Nile and an optional extension activity will challenge pupils to explore modern-day maps of Egypt to make comparisons.

Objectives:

- To understand the importance of the River Nile in Ancient Egypt
- To give examples of the natural resources provided by the Nile

3. Who were the Ancient Egyptian pharaohs?

This lesson explores the role of the pharaohs and introduces some significant figures. Pupils will play a 'Find that Pharaoh' game to become familiar with key people and dates. They will learn about important symbols associated with pharaohs and use them to design a royal sarcophagus.

Objectives:

- To find out about some of the most famous Egyptian pharaohs
- To explore the meaning of symbols associated with the pharaohs

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4. Why did the Ancient Egyptians build the pyramids?

In this lesson pupils will think about the why, what, how and where of pyramid building. They will investigate different types of pyramids in a hands-on modelling challenge and then they will learn about some of the logistics behind building these gigantic structures as well as exploring their key purposes. Pupils will present their findings in a 3D pyramid fact file.

Objectives:

- To explore what the pyramids looked like
- To discover why and how the Egyptians built the pyramids

5. What was mummification in Ancient Egypt?

In this exciting lesson pupils will find out all about the process of making mummies! After they have been introduced to the reasons behind mummification in Ancient Egypt, pupils will work in teams on a hands-on challenge to make their own mummified dolls following the different steps of the ancient process and then write their own instructions. They will finish the lesson with a quiz about animal mummies.

Objectives:

- To find out why the Ancient Egyptians mummified people
- To understand the different stages of the mummification process

6. Who were the Ancient Egyptian gods?

In this lesson, pupils will play a game to learn about different gods and goddesses from Ancient Egypt, including how they were depicted and areas of responsibility. Pupils will create a set of fact files about three gods or goddesses. Then they will examine a series of historical sources and apply their new knowledge to work out which deity is depicted in each source.

Objectives:

- To compare different Ancient Egyptian gods and goddesses
- To look at some sources depicting Ancient Egyptian gods



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7. What did Ancient Egyptian hieroglyphics mean?

In this lesson pupils will look at historical sources containing Ancient Egyptian hieroglyphics and look closely for familiar symbols among the writing. Pupils will learn about what kind of messages were written in hieroglyphics, discuss some of the issues around translation and use a hieroglyphics key to make their own Egyptian cartouche.

Objectives:

- To discover what Ancient Egyptian hieroglyphs looked like
- To explore the issue of translating hieroglyphics

8. What was discovered inside Tutankhamun's tomb?

This lesson is designed to help pupils to understand the significance of Howard Carter's discovery. Pupils will read an extract from Carter's diary and take part in an exciting roleplay challenge to recover Tutankhamun's tomb objects. After cataloguing their finds, pupils will be challenged to think about different viewpoints on removing the tomb objects.

Objectives:

- To explore the story of Howard Carter's discovery of the tomb
- To investigate some of the contents of Tutankhamun's tomb
- To begin to consider ethical implications of digging up the past



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Impact/Assessment

Most Children will: (secure)

- * Understand what was important to people during ancient Egyptian times.
- Compare the powers of different Egyptian gods.
- Find Egypt on a map.
- Raise questions when confronted with an artefact in order to understand more about this ancient civilisation
- * select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.

Less Able Children will: (developing)

- * Know where and when the Egyptians lived through looking at maps and artefacts.
- Select information about mummification and Egyptian gods carefully when learning about these areas.

More Able Children will: (greater depth)

- * Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.
- Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.



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Vocabulary

afterlife	amulet	Amun
ancient	ankh	Anubis
archaeologist	architect	bandage
barque	beliefs	Book of the Dead
Cairo	canopic jar	capstone
carpenter	cartouche	causeway
ceremony	chariot	civilisation
Cleopatra	conscript	crops
dynasty	Egypt	Egyptian
Egyptologist	embalm	empire
excavations	Eye of Horus	farming
fertile	flax	flood
Giza	Hatshepsut	hieroglyph
hieroglyphics	Horus	Howard Carter
irrigation	Isis	Karnak
linen	Luxor	mask
mummy	mummification	obelisk
Osiris	papyrus	pharaoh
pyramid	Ra	Ramesses
River Nile	Rosetta Stone	sacrifice
sarcophagus	scarab	scribe
scroll	sculptor	senet
shadoof	slave	sphinx
temple	Thebes	tomb
treasure	Tutankhamun	ushabti
Valley of the Kings		