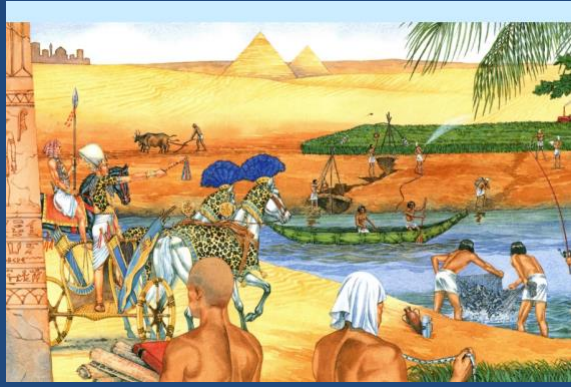


History Topic:

Tombs, Temples and Treasures:
Ancient Egypt

Year 3

Autumn



Background information for teachers and parents

Pupils will continue to develop a chronologically secure knowledge and understanding of world history in this unit of work; establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will: regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; and understand how our knowledge of the past is constructed from a range of sources. Children will be learning about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study on Ancient Egypt.

Why was the River Nile so important to the Ancient Egyptians?






Found in northeast Africa, the Nile has long been recognised by some scientists as the longest river in the world – stretching a massive 6,695km! The Nile has been an important source of life for people throughout history. Around 5,000 years ago, the **Ancient Egyptians** relied on the Nile for **fresh water, food and transportation**. It also provided them with **fertile land** to farm on.

What secrets of Ancient Egypt are revealed by the pyramids?

The Ancient Greek writer Herodotus claimed that the Great Pyramid was built by slaves, but this is not true. Many of the workers were actually farmers. There were certain times of year when farmers had to wait for their crops to grow. They had nothing to do at this time, so they went to work for the king on building projects. Deep **inside** the **pyramids** lay the Pharaoh's burial chamber which **was filled** with treasure and items for the Pharaoh to use in the afterlife. The walls were often covered with carvings and paintings. Near the Pharaoh's chamber **would** be other rooms where family members and servants were buried.



Time line of Key events

5500 B.C. Farming begins in the Nile Valley 	3100 B.C. Upper and lower Egypt are united to become what is known as Ancient Egypt	2686 B.C. The Old Kingdom begins ↓ 2560 B.C. The Great Pyramid at Giza is completed.	2050 B/C The Middle Kingdom begins. ↓ 1550 B.C. The New Kingdom begins.	1478-1458 B.C. The reign of Hatshepsut ↓ 1332-1323 B.C. The reign of Tutankhamun.	1279-1213 B.C. The reign of Rameses II 	664 B.C. The Late Period begins.	525 B.C. The Persians invade Ancient Egypt. 332 B.C. Egypt is conquered by Alexander the Great.	204-181 B.C. The reign of Ptolemy V 	30 B.C. Ancient Egypt falls and becomes a province of the Roman Empire
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What did the Ancient Egyptians believe about the after life?

The Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so their families would put those things in their graves. Egyptians paid vast amounts of money to have their bodies properly preserved; this was called mummification. Egyptians who were poor were buried in the sand whilst the rich ones were buried in a tomb.

MUMMIFICATION IN SEVEN STEPS!

1) Announcement of death.	2) Embalming the body.	3) Removal of the brain.	4) Internal organs removed.	5) Drying the body out.	6) Wrapping the body	7) Final procession
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After life – the place where Egyptians believed they would go after they died.	Hieroglyphics – A type of writing that used a combination of pictures and symbols.
Akhet – The season of the year when the Nile river flooded. A very important time of the year in the desert!	Mummification – The process of preserving a body after death in preparation for the after life.
Canopic jars – Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach.	Papyrus – A plant that grew on the banks of the Nile. It was used as an early version of paper.
Dynasty – A period of rule when a series of Pharaohs all came from the same family.	Pharaoh – The supreme ruler of all of Ancient Egypt.
Egyptologist – An archeologist who focuses on Ancient Egypt. Howard Carter discovered Tutankhamun's tomb.	Sarcophogus - A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.

KEY CONCEPTS

chronology	The order of events in time
monarchy/rule	A nation or government ruled by or in the name of a king or queen Monarchy is from two ancient Greek words that mean “to rule” and “alone”.
technology	Using research into science and industry to help solve problems.
religion	Religion usually involves worship of a god or gods, and the belief in certain ideas about right and wrong behaviour.
education	The act or work of learning or training.
industry/ economics/trade	The activity of process of turning raw materials into finished products, or a particular business that does this. Trade is buying or selling goods.
empire	A group of nations or peoples under one ruler or government.
civilisation	An advanced state of development of a society as judged by such things as having a system of government and laws, using a written language, and keeping written records.
political/government	Politics is the work or study of governments. A government has the power to make laws and important decisions that control or affect all people living in a community, state, or nation
culture/art	The language, customs, ideas, and art of a particular group of people.
social	Living in groups or communities instead of alone. Social comes from <i>socialis</i> , a Latin word that means “united” or “living with others”.

How to use this knowledge organiser

Set out in this organiser is what your child will be learning about this term.

Each lesson will either use this knowledge- or build upon it. It is important for your child to regularly read this organiser so that when they meet the learning in class, they already have some prior knowledge; this will enable your child to build a good knowledge base and then use this knowledge in different ways.

You could help your child to build this knowledge by reading the organiser yourself and asking your child some questions about it, for example you could ask your child what specific terms mean (including the key concepts above) or you could quiz them about the different facts presented on the organiser.

Children will be reading these in class too, and will regularly complete short quizzes about what is on them.

Thank you for your continued support.

