

Topic:	Year group	Term: Summer
Ancient Egypt	Year 4	11 sessions

Background knowledge

Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world. It lasted for over 3000 years from 3150 BC to 30 BC. The civilization of Ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of the Ancient Egypt's wealth. Great Egyptian cities grew up along the Nile as the Egyptian people became experts in irrigation and were able to use the water from the Nile to grow rich and profitable crops. The Nile provided food, soil, water, and transportation for the Egyptians. Great floods would come each year and would provide fertile soil for growing food.

Historians usually group the history of Ancient Egypt into three major kingdoms called the Old Kingdom, the Middle Kingdom, and the New Kingdom. It was during these times that Ancient Egypt was at its strongest. The times between the Kingdoms are called intermediate periods.

The Ancient Egyptian Empire began to weaken in about 700 BC. It was conquered by a number of other civilizations. The first to conquer Egypt was the Assyrian Empire, followed a hundred or so years later by the Persian Empire. In 332 BC, Alexander the Great of Greece conquered Egypt and set up his own ruling family called the Ptolemaic Dynasty. Finally, the Romans came in 30 BC and Egypt became a province of Rome.

What should I already know?

Children may have seen images of the pyramids and may know of some of the pharaoh rulers.

National Curriculum Objectives / Key Skills	The Journey
<p>Characteristic features:</p> <p>I can understand some of the key characteristics of the period being studied and can spot anachronisms e.g. <i>They wouldn't have had these things in those days, such as tractors in Ancient Egypt.</i></p> <p>I can show an understanding of the main ideas associated with that society e.g. <i>can explain</i></p>	<ol style="list-style-type: none"> 1. What do we already know about Ancient Egypt? (Keystage History.com) 2. How can we discover what Ancient Egypt was like over 5,000 years ago? (Keystage History.com) 3. The opening of Tutankhamun's tomb. (Keystage History.com)

why Egyptians mummified bodies. I tend to describe rather than explain and tend to speak about the society as if everyone felt the same.

I can explain beliefs and attitudes in terms of why people might have had those ideas.

I can make links between different features of a society to make sense of the world lived in by people in the past e.g. *they built pyramids so that pharaohs could take their worldly possessions to afterlife undisturbed.*

I can explain beliefs and attitudes in terms of why people might have had those ideas.

Enquiry:

I can start to raise questions about what the evidence tells us. I am aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, *We cannot tell for sure. Most evidence suggests.*

I can start cross-referencing information to see if other sources agree, rather than taking everything on face value.

Interpretations:

I realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. clues surrounding Tutankhamun's death.

4. Investigate how Tutankhamen may have died. (Mr. Wo slides and resources)
5. Who built the pyramids? Did the *Prince of Egypt* film get it right? (Keystage History.com)
6. What can an old clay model and a pair of old sandals tell us about life in Ancient Egypt? (Keystage History.com)
7. Solve a 3,000 year old crime. (Keystage History.com)
8. How can we learn so much about Ancient Egypt from just these 6 objects? (Keystage History.com)
9. Study how Egyptians embalmed the dead (Keystage History.com)
10. What was the 'Book of the Dead'? (Keystage History.com)
11. What did Ancient Egypt have in common with other civilisations at the time? (Keystage History.com)

Comparisons/links with other topics:	
<p>Which were more impressive, Stonehenge or the pyramids?</p> <p>Comparing the achievement of Stonehenge with the Egyptian pyramids provides great links about methods, techniques and allows children to form a judgement on which they think was more impressive. The mathematical precision of the pyramids, along with their sheer size and complexity of tunnels and networks, shows an understanding of science, maths and engineering and a devotion to those who they were built for. The potential methods for the construction of Stonehenge are impressive for the time. The movement of the largest stones over hundreds of miles without roads and motorized transport means that considerable effort would have had to have been made, suggesting that the stones were of great significance. The shapes of the stones and their mathematical and scientific alignment, which matches perfectly with the Summer and Winter solstices (longest and shortest days of the year), should not be overlooked. Both structures share potential uses in being created for religious and ceremonial purposes, but the reasoning behind Stonehenge remains an unexplained mystery.</p> <p>Society - Comparing the social structures of Rome with those of Egypt is interesting because both had a sense of stature and power. Stone Age societies were fairly equal, Celtic tribes usually had leaders but not so much in terms of hierarchy, unlike the Romans and Egyptians. Comparisons between emperors/pharaohs/tribal kings gives context to power in different places. Which society would the children want to be a part of and why?</p> <p>Food - Comparing the types of foods and collection methods of Romans and Egyptians links heavily to the geographical locations of each civilisation. The importance of the Nile in producing food for the Egyptians was paramount to their survival and exploiting the floodplains and the rich soil that was left over helped feed most of the country. This can then be compared with Roman expansion and empire and the importation of foods through boats and roads. Which do they think had a more varied diet? Which collection technique is the most useful or impressive?</p> <p>Entertainment - Roman entertainment was similar in many respects to Egyptian, where feasts and social gatherings were used for celebration, religion and to show status and power. Sports, music and art were all valued forms of entertainment in both, but events such as</p>	

gladiatorial fighting was not prevalent in Egypt. What does this suggest then about each set of people? Why did Roman forms of entertainment not take hold as strongly in places like Egypt?

Outcomes

An overview of what children will know / can do

Working towards: Children are still developing their responses to meet the KPIs. They have some substantive knowledge about the topic they are studying.

Expected: Children will have demonstrated the KPIs in their work and in assessments. They have good substantive knowledge about the period they are studying.

Exceeding: Children will have demonstrated the KPIs and other historical skills in their work and assessments. They have a secure and deep substantive knowledge about the topic they are studying.

Key Vocabulary

Afterlife - The place where the Ancient Egyptians believed they would go after they died.

Akhet - The season of the year when the Nile river flooded.

Amulet - A charm worn that the Ancient Egyptians thought had magical powers.

Amun - The main god of the New Kingdom.

Ankh - A symbol carried by the pharaohs and gods that meant "life".

Book of the Dead - A text that had a number of magic spells that were supposed to help a person in the afterlife.

Canopic jars - Special jars that held the organs of a mummy including the lungs, intestines, liver, and stomach.

Delta - The region of land where the Nile River split into several branches before emptying into the Mediterranean Sea.

Dynasty - A period of rule when a series of kings or pharaohs all came from the same family.

Egyptologist - An archaeologist who specializes in Ancient Egypt.

Lower Egypt - The northern half of Ancient Egypt. It was called Lower Egypt because it was at the end of the Nile River where it entered the Mediterranean Sea.

Memphis - The capital city of the Old Kingdom of Egypt. It was near the border of Upper and Lower Egypt.

Mummy - A dead body that has been specially preserved using embalming so that it won't rot.

Timeline / Diagrams



Obelisk - A tall pillar monument that the Egyptians generally built as pairs near the entrances to their temples.

Osiris - Egyptian god of the afterlife.

Pharaoh - The supreme ruler of all of Ancient Egypt. He or she was considered a god.

Pyramid - A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.

Rosetta stone - A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics. It was very helpful in translating and understanding hieroglyphics.

Sarcophagus - A large stone box that held a mummy's coffin.

Key people / places

Howard Carter: Discovered Tutankhamen's tomb. About 1907 he began his association with the 5th earl of Carnarvon, a collector of antiquities who had sought out Carter to supervise excavations in the valley. On November 4, 1922, Carter found the first sign of what proved to be Tutankhamen's tomb, but it was not until November 26 that a second sealed doorway was reached, behind which were the treasures. Carter's diary captured the drama of the moment.

Lord Carnarvon: Funded Howard Carter's expedition in Egypt.

Tutankhamun: He was a Pharaoh of Ancient Egypt. He reigned from when he was nine years old (1334 BC) to when he died (1323 BC) aged about 18. He became Pharaoh of the 18th dynasty (royal family) during the New Kingdom.

Cleopatra: Cleopatra VII ruled ancient Egypt as co-regent (first with her father, then with her two younger brothers and finally with her son) for almost three decades. She was part of a dynasty of Macedonian rulers founded by Ptolemy, who served as general under Alexander the Great during his conquest of Egypt in 332 B.C. Well-educated and clever, Cleopatra could speak various languages and served as the dominant ruler in all three of her

co-regencies. Her romantic liaisons and military alliances with the Roman leaders Julius Caesar and Mark Antony, as well as her supposed exotic beauty and powers of seduction, earned her an enduring place in history and popular myth.

Assessment questions / outcomes

- What do you already know about Egypt? What would you like to find out?
- What evidence can historians use to find about Ancient Egypt?
- What objects were found in Tutankhamun's tomb? Who discovered it?
- How do you think Tutankhamun died? What evidence makes you think this?
- How do you think the pyramids were built?
- What information did you glean from the clay model?
- Did you manage to place the object with the correct owner?
- Which object did you find most useful in telling you about Ancient Egypt?
- How and why did Egyptians embalm the dead?
- What was the Book of the Dead?
- What differences and similarities did you spot between Ancient Egypt and other societies?