

History – Ancient Egypt



History Year 3

Essential Knowledge

By the end of this unit children will

- What happened during this time period and when.
- Where Egypt is located in comparison to the UK
- Why the River Nile was important during this time
- Who key people were (e.g. Howard Carter, Tutankhamun etc) and what their role was.
- Who Pharaohs were and why they were important.
- How people communicated during this time.
- What the process of mummification involved.

Vocabulary

Chronological, AD, BC, archaeology, archaeologist, artefacts, Egypt, Egyptian, mummification, cartouche, Canopic jars, pharaoh, hieroglyphs, pyramid, tomb, preserved, preservation, Qebehseneuf, Duamutef, Hapi, Imsety
Location, continent, country, North, South, East, West

Painting Intention

In history, children will learn about life during Ancient Egypt including rituals such as mummification and the discovery of Tutankhamun's tomb. This learning will be enhanced by a trip to the Egyptian exhibition at the New Walk Museum in Leicester where they will see artefacts from the time.

Key Objectives-

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

- Order events from the period and know how long ago it was.
- Know when this period of time was compared to the Stone Age.
- Know where Egypt is in the world
- Understand why the River Nile was important during this time
- Know what the Rosetta Stone was and why it was important.
- Understand Ancient Egyptian beliefs about burials.
- Discuss artefacts and suggest what they tell us about the past.
- Understand that Pharaohs ruled the Kingdom and be able to name some.

Session 1 - How long ago was the time of the Ancient Egyptians?

Focus: To put events in chronological order.

Success criteria:

- I know the difference between BC and AD
- I can use my mathematical knowledge to order events chronologically.
- I can use my maths knowledge to work out how long ago an event took place.

Assess prior knowledge of Ancient Egypt. What do the children know? Get them to write their ideas on post it notes to put onto a class mind-map. (5 mins) Get the children to tick their post it notes that they know are definitely true. Look at when Stone Age was compared to Ancient Egyptian life.

Hand out chronology cards Give the children the task of ordering the cards without any input! Children to work in tables of mixed ability. Visually assess where the children are and the misconception of number that they have. Remind chn of work we did during Stone Age Topic on Chronology.

Using IWB review the specific vocabulary and discuss each in turn. Draw attention to AD and BC dates extending upwards from 1AD and 1BC- there is not year 0. Q: *What do you notice about AD and BC? What does it remind you of?* Children should be able to make the connection that BC is similar to our negative number line. Once teaching points have been made, can the children work in their tables to make any changes to their cards. Reassess understanding.

Give the children events that happened in Ancient Egypt to order plus a few relatable to them in AD. Children should stick the events in their topic books across a double page spread.

Session 2 - Where is Egypt? What is in Egypt?

Focus: To research famous landmarks from Ancient Egypt.

Success Criteria:

- I can locate Egypt using a map.
- I can find out facts about landmarks.
- I can name some famous landmarks.

Google Earth-

Begin by setting the earth to spinning (for full screen click view and then full screen) Ask children to look at the globe carefully to see if they can spot where Egypt is. Ask one child to press the screen to stop the globe where they think it is.

Zoom in so that Egypt fills the screen. *What do the children notice about the country from the satellite image?*

Pick out key things like desert, the Nile, the sea.

Hand out atlases. Discuss how you would use an atlas to find information out about a country. Draw attention to using the index.

As a class find information that is useful to find out more about Egypt. Key vocabulary to think about: Africa, North, East, South West, Egypt Explain that children are going to work in pairs to find out information to fill their missing map information about Egypt.

Children needing extra support: Name places given for them to cut and stick.

Greater depth: Open ended for them to write own places of significance on. Write a short paragraph to explain where Egypt is. Think

Session 3 - Why was the River Nile so important?

I can use research skills to find answers to historical questions.

Focus: To explain why Ancient Egyptians settled near the Nile

Success Criteria:

- I know the River Nile was important in Ancient Egypt.
- I can suggest why it was important to farmers.
- I can suggest why the surrounding area was important.

Does anyone know anything about the River Nile?

<https://www.bbc.com/bitesize/clips/z3rwmp3>

Watch the video of the river Nile (stop at projects as this is not relevant) to introduce key facts about the river Nile.

Explain to the children that they will be creating an information poster/ fact file about the Nile.

They will have 45 minutes to research information for the poster/ fact file and create their own fact file/ poster

Link this back to Ancient Egypt. Show image. Think about their way of life. How might it link to Stone Age? What is similar? What is different?

ASSESSMENT OPPORTUNITY.

Remind them that it contains only the key information! Give LA a template.

Children needing extra support

Working with more able reader. Create a joint

<ul style="list-style-type: none"> • Know who Tutankhamun was. • To know who Howard Carter was and his significance. 	<p>Use this to assess whether they have understood the vocabulary BC and AD.</p> <p>Chn to work out how long ago these events happened - assessment on grids</p> <p>Pupils needing extra support: Less events to order and support from teacher. Pupils working at greater depth: To work out how long ago events took place.</p>	<p>about the continent it is in and the countries around it. <i>Activity : Children to stick in pictures of famous landmarks and to use the research to write facts about these landmarks.</i> <i>LAP: Match the facts with the pictures.</i></p>	<p>fact file/poster.</p> <p>Greater Depth: Challenge the children to stand up at the front and talk for one minute about the River Nile without hesitating and repeating information.</p>
<p>Session 4 How did they communicate?</p> <p>Focus: To understand how people communicated during Ancient Egyptian times. Success Criteria: To know what hieroglyphics were. To understand why the Rosetta stone was important To compare this method of communication to other ways of communication in history.</p> <p>Show children a message in a code. Can they work out what it says? What made it difficult? What did you use to help you?</p> <p>Show children some Egyptian hieroglyphs. What makes these similar? Using a code breaker, can they work out a message written in hieroglyphs? What makes it difficult (they</p>	<p>Session 5- What was mummification?</p> <p>Focus: To understand what mummification was. Success Criteria: I can order the process. I can explain why they did certain things.</p> <p>Show pictures of mummies, Explain that these have been well preserved (talk through meaning of this). Why did they do this? How did they do this?</p> <p>In groups of 3 or 4 children are going to mummify a tomato. Work through the SMART board which has step by step instructions to pre expose them as afterwards they will be writing up what they did into their topic books.</p> <p>Compare this process to the process of</p>	<p>Session 6/7 (Linked to school visit at New Walk Museum, Leicester) What can we learn about Ancient Egypt from artefacts?</p> <p>Focus: To suggest what artefacts show us about life in Ancient Egypt.</p> <p>Success Criteria I examine the artefact carefully. I can use my existing knowledge to suggest what the artefact may be. I pose questions about an artefact and can find out the answers through research.</p> <p>Leader at New Walk Museum to explain what artefacts are and why we need to handle them carefully. Discuss difference between replica artefacts and real artefacts.</p>	<p>Session 8 What was life like for a child in Ancient Egypt?</p> <p>Focus: To I research what it was like for children in Ancient Egypt and present to an audience.</p> <p>Success Criteria: I can think of questions I want to find the answer to. I can use a range of sources to find out the answers to my questions. I can confidently talk about what life was like for children in Ancient Egypt.</p> <p>Reading comprehension with differentiated questions.</p>

didn't have a hieroglyph for every letter).

How do we know what these hieroglyphs said?
Look at the Rosetta stone which was written
greek, demotic and hieroglyphs.

After many years of studying the Rosetta
Stone and other examples of ancient Egyptian
writing, Jean-François Champollion deciphered
hieroglyphs in 1822.

Champollion could read both Greek and coptic.

He was able to figure out what the seven
demotic signs in coptic were. By looking at how
these signs were used in coptic he was able to
work out what they stood for. Then he began
tracing these demotic signs back to
hieroglyphic signs.

By working out what some hieroglyphs stood
for, he could make educated guesses about
what the other hieroglyphs stood for.

Children to research this to find out for
themselves.

Compare hieroglyphs to our language. What is
similar? What is different?

Children needing extra support:

To work in mixed ability pairs to assist with
researching and reading.

Greater depth:

To write 1 or 2 paragraphs about the Rosetta
Stone using information they have found.

mummification.

Children to write set of instructions based on
mummification. **CROSS**

**CURRICULAR WRITING LINK
BASED ON WRITING FROM
LAST TERM.**

Children needing extra support:
Having missing gaps activity for writing
instructions with words given to them in a word
bank.

Greater depth:

To write instructions with added detail to meet
Year 3 or Year 4 writing expectations. Model
this with the children. Teacher focus group.

Children to observe artefacts and discuss what
they think they may have been used for/what
they were. What existing knowledge have they
got to help them work it out?

What do they want to find out about the
artefacts? How could they find this out?

Using box of Egyptian artefacts and discuss
what they may have been used for/what they
were. Explain why they think this using their
existing knowledge.

<p>Session 9 Who was Tutankhamun and why was he so important?</p> <p>Focus: To understand Pharaohs role in society. I know what a Pharaoh's job was and can name some rulers. I know who Tutankhamun was and why he was important.</p>	<p>Session 10 What was inside Tutankhamun's tomb?</p> <p>Focus: To know what was inside Tutankhamun's tomb. SC</p> <ol style="list-style-type: none"> 1. Identify who Howard Carter was and explain his discovery. 2. Explain that Tutankhamun was a pharaoh of Ancient Egypt. 3. Describe some of the treasures found in the tomb and what they tell us about Egyptian beliefs. <p>Lesson Plan (90 minutes)</p> <ol style="list-style-type: none"> 1. Hook – The Sealed Tomb (15 minutes) <p>Activity: Create an immersive experience!</p> <ul style="list-style-type: none"> • Set the scene: Darken the room slightly and play dramatic discovery music (e.g., Indiana Jones theme or 	<p>Session 11</p> <p>Focus: To explore how key events led to the end of the Ancient Egyptian civilization.</p> <p>I understand how Ancient Egypt changed over time and how it came to an end.</p> <p>I can use chronological and sequencing skills.</p>	
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Egyptian ambient sounds).

- “Sealed Tomb” Mystery:
- Cover a large box (or corner of the room) with a brown sheet to represent Tutankhamun’s tomb.
- Inside, place replica artifacts (gold-painted objects, a “mummy” wrapped doll, fake jewellery, scrolls, mini chests).
- Role-play: You are Howard Carter in 1922. Dramatically describe opening the tomb: “I see wonderful things...”

Discussion:

- Who was Howard Carter? (Reveal a large image of him and his discovery).
- Why was this tomb so special?

2. Hands-On Archaeology: Exploring the Tomb (30 minutes)

Activity: “Excavate” and Investigate

- Let students take turns pulling out an object from the “tomb.”
 - Each group gets an artifact and discusses what it could be and what it tells us about Ancient Egypt (e.g., a mask = beliefs in the afterlife, gold = wealth and importance).
 - Provide a fact card with clues to help them.
- Key objects to include:
- Golden mask (printout or replica)
 - Shabti dolls (small figurines to serve in the afterlife)
 - Canopic jars (to store organs)
 - Jewellery
 - Papyrus scrolls (containing hieroglyphs)
- Mini Discussion:
- Why did Egyptians bury treasures with pharaohs?
 - What does this tell us about their beliefs in the afterlife?

4. Drama & Hot-Seating (20 minutes)

Activity: Interview Howard Carter!

- Choose a student (or yourself) to be Howard Carter.
- Other students prepare and ask questions, e.g.:
- How did you feel when you found the tomb?
- Did you expect to find so many treasures?
- What do you think happened to Tutankhamun?

Learning Challenge Week

Debate – Would you rather have lived during Ancient Egyptian times or in the Bronze Age? Should we open any more tombs? Should we remove artefacts from Ancient Egypt?

Building Tutankhamun's tomb based on what they know was inside.

Reveal their mummified tomatoes and make detailed observations, perhaps through a sketch?

NEXT TERM: Which river is more important? The River Nile or The River Wytham?

Cross Curricular Links

To be completed using essential skills document

ICT

find and select information from digital and online sources, making judgements about accuracy and reliability

Assessing Pupils Progress and Understanding

An expected pupil will:

Use evidence to ask questions and find answers to questions about the past.

Describe the social, ethnic, cultural or religious diversity of past society.

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Place events, artefacts and historical figures on a time line using dates.

- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Use appropriate historical vocabulary to communicate.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.