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| **Year 3** **Ancient Egyptians***The achievements of the earliest civilizations: technological advancements* |
| **Links made with other subjects** | EnglishGeography |
| **The BIG Question** | What were the achievements of the Egyptians? |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt this unit by completing a double page poster spread to focus on the following areas: writing, architecture: pyramids, farming, religion, medicine. Scaffold support provided to pupils where necessary.  |
| **History objectives**(link to NC)  | * The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
* To develop a chronologically secure knowledge and understanding of world history.
* Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* Understand how our knowledge of the past is constructed from a range of sources.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?   | *Children already know:** Year 2 – Events beyond living memory – The Great Fire of London.
* Year 3 – Prehistory – Stone Age to Iron Age.
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:* Year 4 – The Roman Empire and its impact on Britain – The Romans.
* Year 5 – Ancient Greece – The Ancient Greeks.
* Year 6 – A non-European society – The Mayans.
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| **Historical strands** | Historical enquiry/ skills* Ask and answer question about the topic
* Us a range of sources to find out about the past
* Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts
* Primary and secondary sources

Continuity, change, cause and effect* Describe the impact of then on now
* Devise historically valid questions about change, cause, similarity and difference and significance

Governance/ Rulership* Pharaohs/kings

Chronology * Sequence important dates on a timeline using a dated scale
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| **Vocabulary/ Glossary** | River Nile, Pharaoh, fertile, flooding, pyramid, hieroglyphic, papyrus, Rosetta Stone, archaeologists, after life, mummification, tomb,  |
| **Knowledge** (see italics for knowledge to remember) | The knowledge that children will learn and remember:1. There were other ancient civilisations in the world at the same time. Children will use a timeline to understand this.
* Ancient Egypt 3100 – 1100 BC
* Iron Age Britain 500 BC – 43 AD
* Ancient Sumer 4500 – 900 BC
* The Indus Valley 3300 – 1300 BC
* The Shang Dynasty 1600 – 1046 BC
* The Ancient Romans 750 BC – 476 AD

Children will notice comparisons across (Ancient Sumer, the Indus Valley, Ancient Egypt and the Shang Dynasty of Ancient China) across the world, some close in geography e.g. Ancient Sumer and Ancient Egypt**The River Nile: was an achievement because they harnessed the natural resource in order to feed and grow their population.** 1. The success of the Ancient Egyptian civilization came partly from its ability to adapt to the conditions of the River Nile [valley for agriculture](https://en.wikipedia.org/wiki/Ancient_Egyptian_agriculture)*.*
* The River Nile flooded every year making the soil very fertile.
* The Ancient Egyptians used this soil and the water to grow crops.
* There were three seasons: [Akhet](https://en.wikipedia.org/wiki/Season_of_the_Inundation) (flooding), [Peret](https://en.wikipedia.org/wiki/Season_of_the_Emergence) (planting), and [Shemu](https://en.wikipedia.org/wiki/Season_of_the_Harvest) (harvesting).
* The Egyptians used farming techniques to water crops including using machines like the sakia and the shaduf – these are still used in Egypt today.
* The agriculture by the River Nile allowed the population to grown and settlements to develop.

**Technology: The Ancient Egyptians made many developments in technology which were used and adapted by other civilisations and formed the basis for many practises today.** 1. The Ancient Egyptians developed hieroglyphs to record their ideas. They were used on stone monuments and in tombs as well as on papyrus.
* [Hieroglyphic writing](https://en.wikipedia.org/wiki/Egyptian_hieroglyphs) dates from c. 3000 BC, and is composed of hundreds of symbols*.*
* Hieroglyphs were a formal script, used on stone monuments and in tombs.
* Hieroglyphics were only deciphered in the 1820s, after the discovery of the Rosetta Stone.
* The Egyptians made the first ever paper from reeds called papyrus (the origin of the word).
* They were different to other early civilisation such as the stone, bronze and iron age people who only recorded through cave paintings.
1. **The Egyptians built**[pyramids](https://www.theschoolrun.com/homework-help/pyramids-and-mummies) **and tombs as places to bury their kings and queens (pharaohs).**
2. These pyramids are famous worldwide because of their size and the fact that they were built with such little technology and that they are still standing.
* The first pyramid was built in 2630 BC.
* The Ancient Egyptians were skilled builders: they only used simple tools and sighting instruments.
* Teams of workers dragged stones across the land on a sledge using ropes. It is thought they may have wet the sand to make this easier.
* Pyramids changed as they got better at building them step pyramids sloping smooth sides.
* The pharaoh was buried deep in the pyramid with all the things they would need in the afterlife e.g. gold, jewellery, pet cats.
* All built to the west of the River Nile – the land of the dead.
1. **The Egyptians made a lot of discoveries about medicine.**
* They understood about heartbeats and listening for a healthy pulse.
* They knew how the body and organs worked because of the process of making [mummies](https://www.theschoolrun.com/homework-help/pyramids-and-mummies).
* The rich were mummified.
* Mummification took 70 days.
* They removed the internal organs and the brain.
* They preserved them in natron and put them in Canopic jars.
* They wrapped the body in linen.
1. Egypt became a part of the [Roman Empire](https://en.wikipedia.org/wiki/Roman_Empire) in 30 BC, following the defeat of [Marc Antony](https://en.wikipedia.org/wiki/Mark_Antony) and Queen Cleopatra by Emperor Augustus.
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| **SEND expectations** | 1. Use a timeline to understand that there were other civilisations at the same time.
2. The Egyptians used the flooding from the River Nile to grow their food.
3. Ancient Egyptians developed hieroglyphs to record their ideas. They were used on stone monuments and in tombs as well as on papyrus.
4. **The Egyptians built**[pyramids](https://www.theschoolrun.com/homework-help/pyramids-and-mummies) **and tombs as places to bury their kings and queens (pharaohs).**
5. These pyramids are famous worldwide because of their size and the fact that they were built with such little technology and that they are still standing.
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| **Suggested Teaching Sequence** | **Week One*** Point 1. Organise the Ancient Egyptians on a timeline. Notice and draw comparisons to other civilisations at the time. Notice the link between the Stone to Iron age.

**Week Two** * Point 2. Explore how the River Nile meant that Ancient Egypt thrived and was able to from plentiful food. Note how these ancient practises are still in use today.

**Week Three*** Point 3. Know that ancient Egyptians invented hieroglyphs and explore how they were used. Compare to other forms of recording at the time in other civilisations.

**Week Four*** Point 4 and 5. Know that ancient Egyptians built pyramids for their pharaohs. Compare this to other building at the time (e.g. British round houses) Note the skill involved.

**Week Five*** Point 6. Know Egyptians made a lot of discoveries about medicine and used this to mummify their dead. Note the advanced knowledge about the organs, brain and heart.

**Week 6** * Point 7. Know how the Ancient Egyptian period came to an end due to the Ancient Romans.
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