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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary																								
<p><b>Previously in year 4, the pupils will have covered the Vikings. They learn about:</b>            The pupils will know the Norse Gods            They will study why the Vikings invaded Britain            They will learn about what happened at Lindisfarne            The pupils will investigate why Alfred signed a treaty with Guthrum            They will study whether Vikings were the first to invade the America.            Using an artefact box the pupils will look at objects from the time.</p> <p><b>Before the start of the unit they will be able to:</b>            Describe main features associated with a period / civilisation            - Describe causes and / or consequences of an historical event</p>	<p><b>The pupils will know</b> where Egypt is</p> <p><b>They will study</b> Egyptian hieroglyphics</p> <p><b>They will learn</b> the importance of the River Nile</p> <p><b>The pupils will investigate</b> the burial of a king</p> <p><b>They will study</b> what life is like in Egypt today</p>	<p><b>In year 5 in the Aut 2nd term</b> the pupils will go onto study <b>Benin kingdom</b></p> <p><b>The pupils will</b>            Be able to give key dates</p> <p>Know how it began and why it was successful</p> <p>Know which Europeans started trading with</p> <p>Understand the Golden age and its significance</p> <p>Know the transatlantic route</p> <p>Understand why Britain wanted a closer relationship</p>	<table border="0"> <tr> <td>Egyptian</td> <td></td> <td>canopic jar</td> <td></td> </tr> <tr> <td>desert</td> <td></td> <td>scarab beetle</td> <td></td> </tr> <tr> <td>Sphinx</td> <td></td> <td>hieroglyphics</td> <td></td> </tr> <tr> <td>pyramid</td> <td></td> <td>Nile river</td> <td></td> </tr> <tr> <td>mummy</td> <td></td> <td>papyrus</td> <td></td> </tr> <tr> <td>Pharaoh</td> <td></td> <td>amulet</td> <td></td> </tr> </table>	Egyptian		canopic jar		desert		scarab beetle		Sphinx		hieroglyphics		pyramid		Nile river		mummy		papyrus		Pharaoh		amulet	
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## NC coverage and HWJS skills development

### National curriculum coverage for history

Through the study of the Ancient Egyptians, the pupils will:

Develop a chronologically secure knowledge

Develop the appropriate use of historical terms

Address and devise historically valid questions about change, cause, similarity, difference and significance

Understand how our knowledge of the past is constructed from a range of sources

### HWJS skills development

**Chronology:** When the Ancient Egyptians existed on a timeline

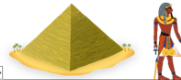
**Characteristic features:** What life was like in Ancient Egyptian times

**Change and continuity:** How the civilisation was so successful


**Cause and consequence:** The achievements of the Ancient Egyptians

**Historical enquiry:** The role of Howard Carter

## Knowledge organiser



# Ancient Egyptians


Egypt (Africa)

Timeline									
6000 B.C.	5000 B.C.	4500 B.C.	3500 B.C.	3000 B.C.	2500 B.C.	1500 B.C.	1325 B.C.	332 B.C.	30 B.C.
People settle near the River Nile	Farmed wheat, barley and cattle	Use of sails for the first time	First use of hieroglyphics	Buildings of mud brick	Sphinx and Giza Pyramids	Valley of the Kings tombs built	King Tutankhamun buried	Alexander the Great rules	Death of Cleopatra

#### Key Vocabulary

**canopic jar** Jars with intestines, stomach, lungs and liver - all of which were thought to be needed in the afterlife.

**cartouche** An oval containing hieroglyphics with a horizontal line underneath indicating a royal name.

**hieroglyphics** A writing system where picture symbols stood for meanings or sounds. It meant 'sacred carving'.

**irrigation** Using the Nile, Egyptians would use annual flooding to channel water to dry areas to help crops grow.

**mummy** A body prepared for burial according to ancient Egyptian practice.

**sarcophagus** A stone coffin adorned with a sculpture or inscription containing a mummy.

**scarab** The use of the common scarab beetle was often used as a symbol for rebirth.

**tomb** A chamber or vault to protect the dead, the most elaborate built within pyramids or underground.

**papyrus** A type of plant grown in abundance in ancient Egypt turned into a paper-like material for writing.

**pyramids** Over 130 giant pyramids were created as tombs for pharaohs, mostly built west of the River Nile.

#### General Knowledge

**Gods**  
*Amun* - King of gods (head of a ram).  
*Anubis* - God of mummification and priests often wore masks of Anubis during ceremonies (head of a jackal).  
*Isis* - Goddess of protection and of household entertainment (head of a cat).  
*Sekhmet* - God of war and battle (head of a lion).  
*Horus* - God of the sky (head of a falcon)

**Afterlife**  
 Ancient 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 families would put those things in their graves. Egyptians paid vast amounts of money to have their bodies properly preserved. Those who were poor were buried in the sand whilst the rich were buried in a tomb.

**Farming**  
 Egyptians grew many crops, the most important being grain used to make bread, porridge and beer. They also grew vegetables and used irrigation to their advantage.

#### Famous Figures

**King Tutankhamun (1341 B.C.)**  
 Known for his intact tomb discovered in the Valley of Kings in 1922 by Howard Carter (English archaeologist). Known now simply as 'King Tut', he took the throne aged 9 and died aged 19. His tomb was filled with precious jewellery, artefacts, gold, a mural of his journey to the afterlife and his now famous death mask and sarcophagus.

**Ramses III (1155 B.C.)**  
 Best known for defending his country in three great wars, twice against the advancing Libyans and once against the Sea People.

**Cleopatra VII (69 B.C.)**  
 She reigned as the queen of Egypt and inspired a Shakespeare play and several movies. She was part of the Macedonian dynasty and became romantically involved with Roman leaders Julius Caesar and Mark Anthony. In a male dominated society, her political ambition and power led to her legacy.

The **River Nile** is about 6,670 km (4,160 miles) in length and is the longest river in Africa and in the world. Fertile soil along the banks of the river were used to produce food for themselves and their animals.

### Connections / deepening understanding

English -

### RADE

**Promoting social development:**  
 Group working/collaboration

**Promoting cultural development:**

### Assessment

The pupils will be assessed through ongoing assessment using the retrieval practice activities at the start of each session.

### Assessment recording for the unit - checking the level of pitch of the work

Key skill(s)/ knowledge to be assessed by the end of the unit	Lower attaining	Middle attaining
<p><b>Key skills:</b></p> <p><b>Historical enquiring (source comparison and analysis)</b> Look at sources to help describe key information about Howard Carter</p>	<p><b>The pupils can</b> look at a source and describe an impact of Howard Carter finding the tomb of Tutankhamun</p>	<p><b>The pupils can</b> use a variety of sources to describe the impact of Howard Carter finding the tomb of Tutankhamun</p>
<p><b>Key knowledge :</b></p> <p><b>Know the importance of the River Nile to the Egyptians</b></p>	<p><b>The pupils can</b> give a reason why the River Nile is important to the Egyptians</p>	<p><b>The pupil can</b> give multiple reasons why the River Nile is important to the Egyptians</p>

*NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports*