



Knowledge is Power...

Ivington C of E Primary and Preschool

Reaching together



SUBJECT: History - Ancient Egypt

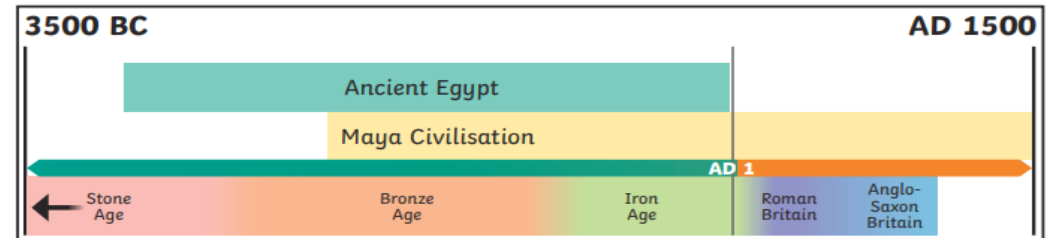
YEAR: A

TERM: Spring

YEAR GROUP: 3/4

PREVIOUS KNOWLEDGE: An awareness of the past and the passing of time; and understanding of how to identify similarities and differences between different ways of life in different periods; Understand how to find out about the past and different ways of representing that.

Ancient Egypt



Key Vocabulary

AD	AD stand for 'Ano Domini' - which means 'in the time of our Lord'. AD is used for all years after the year 0.
Ancient	Something from a very long time ago.
Anubis	God of mummification. He weighed the hearts of the dead against Ma'at's feather. If the heart was lighter, the person could pass to the afterlife.
Archaeologist	Person who learns about the past by digging up artefacts and studying them.
Artefact	An object made by a human being.
BC	BC stands for 'Before Christ' and means the number of years before the year 0 - when Christians believe Jesus was born.
Civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
Hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
Horus	God of the sky. The ancient Egyptians believed a pharaoh was a god-like living version of Horus.
Irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.
Ma'at	Goddess of truth. Pharaohs promised to follow Ma'at and be fair and honest.
Nile	A river that runs through Egypt. It was essential to life in ancient Egypt.
Osiris	God of the dead.
Pharoah	A ruler of ancient Egypt.
Thoth	God of wisdom. He is believed to have invented hieroglyphics and kept a record of all knowledge.
Tomb	A sealed room where a person was placed after death.



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The Nile

Life revolved around **the Nile**. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to **irrigate** fields in other areas.

The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.

Most people lived along and around **the Nile**. This is still true in **Egypt** today.



A Pharaoh's Death

The **ancient Egyptians** built the pyramids as resting places for the **pharaohs**.

When a **pharaoh** died, priests would prepare their bodies with a process called mummification.

The **pharaoh** was then placed in a **tomb**, often under a pyramid, with their most treasured possessions. The **ancient Egyptians** believed that these treasures would help them in the afterlife.

Writing (Hieroglyphics)

In **ancient Egypt**, scribes wrote on papyrus. Papyrus was a thick type of paper made from reeds that grew along **the Nile**. Scribes were mostly men who went to a special school to learn to write.

Scribes wrote using **hieroglyphs**. **Hieroglyphs** were used for religious texts and inscriptions on statues and **tombs**. They were also used for counting crops and animals so that the right taxes could be taken.



Did You Know...?

The Rosetta Stone was discovered in 1799. It was written in **hieroglyphs** and two other languages, including **ancient Greek**, which language experts could still read. They translated the **hieroglyphs** by comparing the languages. It took 20 years to translate all the text into modern language.

Aims

- Understand what was important to people during ancient Egyptian times.
- Compare the powers of different Egyptian gods.
- Find Egypt on a map.
- Raise questions when confronted with an artefact to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.
- Know where and when the Egyptians lived through looking at maps and artefacts.
- Select information about mummification and Egyptian gods carefully when learning about these areas.
- Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.
- Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.

Tutankhamun

Tutankhamun was a **pharaoh** known more recently as the 'boy king' because he became **pharaoh** when he was 9 years old.

His **tomb** was discovered by Howard Carter and his team in the Valley of the Kings in 1922.

The discovery helped people to understand more about the **Egyptians pharaohs**.



Tutankhamun's death mask