

## Year 3 – The Ancient Egyptians

### What it looked like last unit



# Prehistoric Britain

You have a foundation of knowledge and understanding of Pre-historic Britain, this unit will compare what you know of British pre-history to that of another civilization of the same period, making connections and identifying differences.

### What it looks like next unit



# Early Civilizations

Using your knowledge of prehistoric history in Britain and that of the Egyptians, you will gain a more in depth introduction to world cultures and ancient civilizations, making links with your previous learning.

### Vocabulary (definitions)

Afterlife – the Egyptians belief of another life after death  
Akhet – the flooding season  
Canopic jars – jars in which organs were stored for mummification  
Dynasty – the ruling family  
Egyptologist – a person who studies the history of Egypt  
Hieroglyphics – symbols that make up the Egyptian written language  
Mummification – the process of preserving the bc Nile  
Papyrus – paper made from river reeds  
Peret – the sowing – growing season  
Pharaoh – the ruler  
Sarcophagus – where a body was laid to rest  
Shemu – the harvesting season  
Tutankhamun



### Sequence of Learning

1. Locate ancient Egypt in time and place.
2. Learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.
3. Find out about Tutankhamen and how artefacts can teach us about the past.
4. Understand the importance of artefacts in helping us find out about the past.
5. To find out about the way of life in ancient Egypt.
6. Learn about Egyptian tombs, pyramids and burial sites.

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### Cultural Capital

Now that you have a knowledge and understanding of Pre-historic Britain, you will next compare it to that of another civilization of the same period, making connections and identifying differences.

Where is Ancient Egypt placed on the timeline?

Where would it fit in British Pre-history?

What important lessons can we learn from the Egyptians?

What similarities are there to British pre-history?

What information do we have on this era and how true is it?

### Other Links

Year 3 Prehistoric Britain, Year 3 Early civilisations, Year 4 Ancient Greeks, Year 5 The Shang Dynasty and The Maya

Chronological Awareness	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Place the time studied on a timeline. Sequence several events and artefacts. Use dates and terms relating to the passing of time and understand that the timeline can be split into BCE and AD.	Find out about everyday lives of people in time studied. Compare with our life today. Identify results and reasons of people's actions. Understand why people may have had to do something.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons, etc.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures, etc. Select and record information relevant to study. Begin to use the library, e-learning for research. Ask and answer questions.	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models, writing, drawing.

### Schemas:

1 - Reliability of sources

2 - Invaders and Settlers (and their decline)

3 - Study of everyday life changing over time

4 - Chronology

