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| **Yew Tree Primary Academy – History** | | | |
| **Theme: The Ancient Egyptians** | **Year Group : 3** | **Phase: Key Stage 2** | **NC 2014 Strand: The Achievements of the Earliest Civilizations -** |

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| **What should I already know?** |
| * There are 7 Continents – Europe, Australia, Africa, Antarctica, North America, South America, Asia * There are 5 Oceans – Pacific, Atlantic, Indian, Southern and Arctic * The climate of Egypt is different to that of the UK |

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| **Vocabulary** | |
| Afterlife | A life that some people believe begins when you die eg a life in heaven as another person or animal |
| Ancient | Belonging to the distant past, before the life of the Roman Empire (AD410) |
| Archaeologist | Someone who studies the past by discovering old remains |
| Architecture | The art of planning, designing and constructing buildings |
| Artefact | An object from the past that shows evidence of what life was like |
| Chronology | The order of events in time |
| Civilisation | A human society with it’s own organisation and culture |
| Culture | Activities such as the arts or philosophy, which are considered to be important for the development of the civilisation |
| Deities | A God or Goddess |
| Fertile | Rich in nutrients to support the growth of many plants |
| Hierarchy | A system of organising people into different ranks or levels of importance |
| Hieroglyphics | Symbols in the form of pictures, which are used in some writing systems |
| Irrigation | Supply land with water in order to support crops to grow |
| Mummification | If a dead body is mummified it is preserved |
| Papyrus | A tall water plant that grows in Africa |
| Polytheists | Worship and belief in more than one God |
| Preserve | Making sure that something remains as it is and does not change or end |
| Pyramids | Ancient buildings with four triangular shaped, sloping sides. Ancient Egyptinas used them to bury the bodies of their Kings and Queens |
| Sarcophagus | A large decorative container in which a dead body was placed in Ancient times |
| Settler/settlement | People who migrate to another place. When people start a community this is a settlement |
| Tomb | A large grave above the ground |
| Trade | The activity of buying, selling or exchanging goods or services. |
| **Literacy Tree Links:** | |
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[](https://www.bing.com/images/search?q=map+of+africa+showing+egypt&id=4476C1FF4A7E802A38E37530C03F0BD51527BE0A&FORM=IQFRBA)



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| **What Historical Knowledge should I know by the end of this theme?** |
| * The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems. * The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport. * BC, AD and c. – Before the birth of Christ , after the death of Christ and ‘around’ * We know about ancient Egyptian life be-cause of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls. * Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society. * Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife. * The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs. * Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities. |

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| **What Historical skills will I have learnt by the end of this theme?** |
| * Describe how Egyptian **artefacts** and ruins tell us about their **culture,** and **religious beliefs.** * Describe what Egyptian life was like for different groups of people. * Describe how the Egyptian society has had an impact on modern society. * Describe why people chose to settle in certain areas in ancient Egypt. * Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time. Compare aspects of life such as achievements, society, beliefs, and architecture. * Present what you know about the Egyptians using a variety of skills (e.g. Geography, English, Maths, Computing, etc) * Use appropriate vocabulary to communicate about the Egyptians. |



