

Subject: History
 Year group: 3
 Term: Spring
 Unit name: Ancient Egypt - Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation?

Retrieval Vocabulary	New Vocabulary
AD, agriculture, artefact, BC, BCE, CE, civilisation, crops, historian, language, livestock, monument, period, transport, worship	century, irrigation, longevity, millennium, nobility, ruler, stability, tomb

National Curriculum:
 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



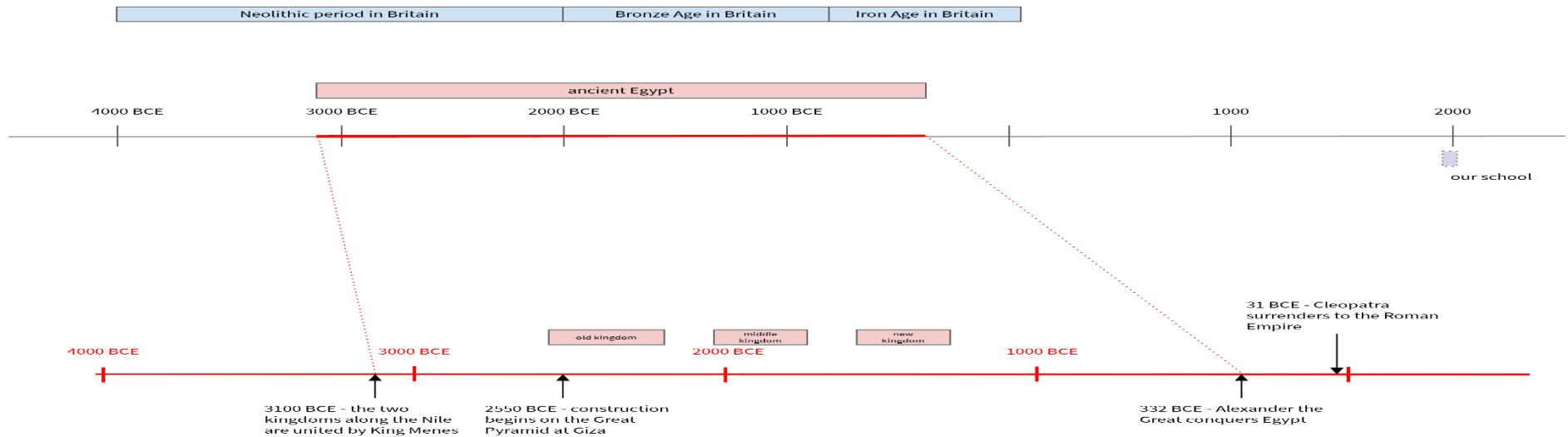
Subject Driver:
 Diversity – to build on the work done on the Earliest Civilisations. This is the depth study allowing for a greater understanding of a different civilisation. Gaining a better understanding of what makes a civilisation and how diverse they are. How there a definite hierarchy and see the lack of equality.

Key Concepts:
community & culture (architecture, art, civilisation, communication, myth, nation, religion, settlement, story, trade)
conflict & disaster (conquest, surrender)
hierarchy & power (empire, equality, government, monarchy, oppression, peasantry, privilege, slavery)
evidence & interpretation (source)

Key Individuals:
 Howard Carter
 Alexander the Great
 Colleen Darnell – American Egyptologist
 Zahi Hawass
 Jean Francois Champollion
 Auguste Mariette

Specific knowledge:
 What is a civilisation and when was ancient Egypt first unified?
 In what environments did ancient civilisations such as ancient Egypt arise?
 Were people treated equally in ancient Egypt?
 What does mummification (and who received it) tell us about Egyptian society and their beliefs about death?
 Did ancient Egypt stay the same over time and what written language was developed in ancient Egypt?
 How has our knowledge of Egyptian beliefs been informed by the discovery of tombs of ancient Egyptian pharaohs?
 How did the Egyptians produce such extraordinary wall paintings?

The planning document contains the knowledge for each of these questions. At the end of each session the children should be able to answer that sessions key question drawing on the knowledge from the planning.



Prior Learning:

An overview of Ancient Sumer, Indus Valley and Shang Dynasty China allows for connections to be drawn between ancient Egypt as another early civilisation.

Bronze age study allows for further connections as this time period is also within the Egyptian bronze age.

What a source is and how this can be used by historians.

Skills:

Understand chronology – a timeline shows a period of time. Time is linear and we can show when things happened. A timeline can be used to show blocks of time or individual events.

Looking at artefacts and objects and talking about what they notice. Making links between them. Exploring both physical and digital artefacts.

Asking questions about the past and using developing knowledge to begin to answer these. Making connections between different civilisations and linking to previous civilisations studied.

Local Links:

No local links.

Possible enrichment:

[Tomb of Queen Meresankh III \(G 7530-7540\) \(matterport.com\)](https://matterport.com)

[Tomb of Menna \(TT69\) in the Theban Necropolis \(matterport.com\)](https://matterport.com)

[22 Awesome Egyptian Sites You Can Virtually Tour From Home \(localguidetoegypt.com\)](https://localguidetoegypt.com)

localguidetoegypt.com

[School Sessions | Birmingham Museums](https://www.birminghammuseums.org.uk)

[Egypt | British Museum](https://www.britishmuseum.org)