

Ancient Egyptians

Year 3

Enquiry Question

What were the greatest achievements of
Ancient Egypt?

Theme: Power

Concepts (taught over the unit):



a complex society that has developed advanced systems of government, culture, and technology



the action of buying and selling goods and services



a place where people have settled to live



a group of nations ruled by one ruler or government



a form of government where the leader, like a king or queen, inherits the throne and holds the position for life or until they choose to abdicate



an armed fight against a government or leader

Ancient Egyptians

Year 3 - Ancient Egypt

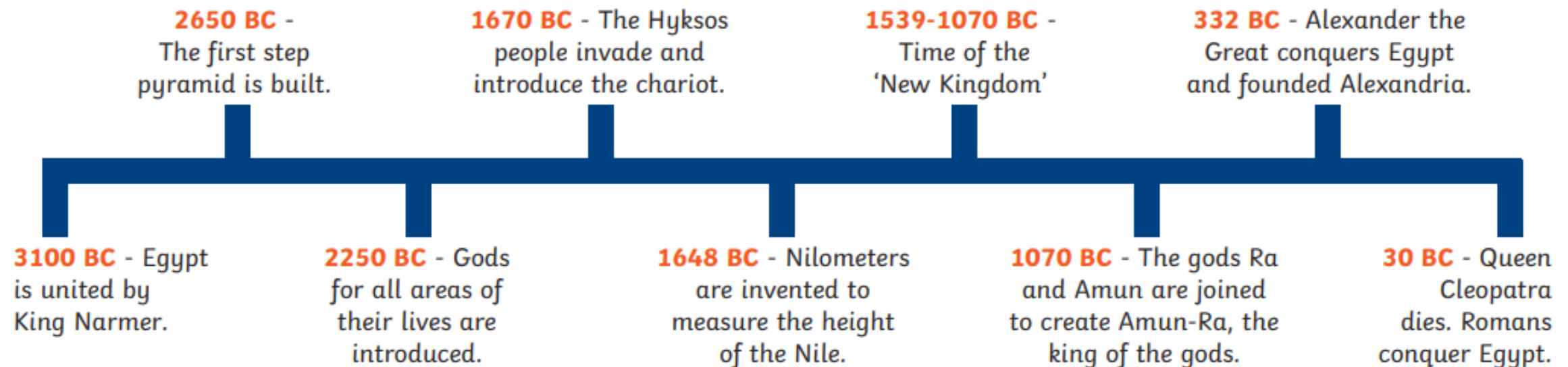
	Someone who used a bow and arrow.
	A hard, yellowish alloy, or mixture of metals.
	A room that served as the final resting place for the deceased.
	A light, two-wheeled horse-drawn vehicle primarily used for military purposes.
	A person who is a specialist in the study of Ancient Egypt, its language, history and culture.

	The domain ruled by an emperor or empress.
	A significant period in history.
	A process of enlargement, growth or extension. Typically referring to territorial, political or economic influence.
	The formal writing system, using symbols to represent words and sounds.
	To enter a place by force, with an army, with the goal of taking control.
	A form of government where the leader, like a king or queen, inherits the throne and holds the position for life or until they choose to abdicate.
	The seagoing arm of a country's military forces.
	A tall stone pillar, relating to the sun god Ra.
	The belief and worship of multiple gods and goddesses.
	The process of making something ready, either in the past or in anticipation of a future event.

Vocabulary

	To keep something safe from harm; to keep as much of the historic character as possible.
	Tombs for pharaohs and other royals built to ensure a safe and prosperous afterlife.
	A high valued and educated individual responsible for writing, recording and maintaining documents.
	A sacred residence for deities and a place for religious rituals/
	The exchange of goods, including crops, papyrus and gold in exchange for luxury items.

Ancient Egypt



Ancient Egyptians

I Now Know...

INK

1

- Egypt is in Northern Africa
- Capital city is Calro
- 2,000,000 BCE – 30 BCE

INK

2

- Land was split into Upper Egypt and Lower Egypt
- It is believed Menes united the two parts
- Pharaohs sat at the top of the hierarchy and farmers and slaves at the bottom

INK

3

- They wrote using symbols called hieroglyphs
- Only scribes could write
- Only the top of society could read and write
- The wrote on papyrus with reed brushes
- There were records kept about society, medical records and tax forms

INK

4

- Ancient Egyptians were polytheistic: they worshipped more than one god
- Ra (the sun god) was the most important
- Bastet (protector of Lower Egypt)
- Sekhmet (goddess of healing)

INK

5

- A person's soul would meet all gods before entering paradise
- Ancient Egyptians used mummification to preserve the body
- Organs were kept in canopic jars
- Bodies were placed in a sarcophagus

INK

6

- It is believed skilled artisans built the pyramids
- Large stone was dragged by hand to build them

Ancient Egyptians

I Now Know...

INK

7

- In 1650BCE Hyksos invaded from the north-east and the Nubians invaded from the south
- Ten years later, Ahmose (now a Pharaoh) led his army to reclaim most of Egypt
- It was now the New Kingdom

INK

8

- The New Kingdom built a stronger army to prevent further invasions
- They used the army to invade other places and expand their land
- They stole gold from the people they invaded and they were now very rich

INK

9

- Ramses II was known as the greatest pharaoh to have ruled Egypt
- He ruled for 66 years
- He lived until 95 years old and had 150 children
- He built statues and temples
- He led his army to victory in many battles

INK

10

- There was no other leader as powerful as Ramses II
- There was no water, which killed the crops
- This left the people hungry, weak and open to attack
- Alexander the Great led Egypt's final invasion

Previous Learning	Future Learning
<u>KS1</u> -Chronology -Similarities and differences -Cause and consequence -Handling historical facts <u>Year 3</u> -BCE and CE -Change in early civilisation when agriculture began	<u>Year 4</u> -Ancient civilisations and how settlements flourished -Empire -Monarchy -Trade <u>Year 5</u> -The Maya and how they made pyramids -Civilisation and monarchy <u>Year 6</u> Using key sources of information and evaluate their reliability -Ask questions of enquiry

Ancient Egyptians

Learning Objectives

Lesson 1	
<u>What is the chronology of Ancient Egypt?</u>	
 Chronology	
I can explain the difference between BCE and CE	
I can locate the Ancient Egyptians on a timeline	
I can place artefacts in chronological order	

Lesson 2	
<u>What was life like in early Egypt?</u>	
 Evidence and interpretation	
I can say how the land was organised in early Egypt	
I can explain who sits where in the Ancient Egyptian hierarchy	
I can give my interpretation of life in early Egypt based on evidence	

Lesson 3	
<u>Did the Ancient Egyptians write anything down?</u>	
 Evidence and interpretation	
I can compare Ancient Egyptian writing to my writing today	
I can say who would write things down	
I can consider what was happening in Britain at this time	

Lesson 4	
<u>Who were the Egyptian gods?</u>	
 Historical significance	
I can name three Egyptian gods	
I can explain why different gods were worshipped	
I can explain what a sun temple is and why it was important	

Lesson 5	
<u>What did the ancient Egyptians believe about the afterlife?</u>	
 Cause and consequence	
I can explain the role of the gods in the afterlife	
I can describe canopic jars	
I can explain how a body was prepared for the afterlife	

Lesson 6	
<u>How were the pyramids built?</u>	
 Evidence and interpretation	
I can say why the pyramids were built	
I can describe the inside of a pyramid	
I can explain how they pyramids were built based on my interpretation of evidence	

Lesson 7	
<u>What were the consequences of invasion on the Old Kingdom of Ancient Egypt?</u>	
 Cause and consequence	
I can say who invaded and where they came from	
I can identify the areas of Egypt that were conquered	
I can explain the impact of the invasion on Egypt	

Lesson 8	
<u>What were the successes of the New Kingdom?</u>	
 Similarity and difference	
I can explain how the New Kingdom became stronger	
I can explain how the New and Old Kingdoms were similar	
I can explain how the New and Old Kingdoms were different	

Lesson 9	
<u>Who was Ramses II?</u>	
 Historical significance	
I can say how long Ramses II ruled	
I can identify three facts about Ramses II	
I can explain what made Ramses II a great leader	

Lesson 10	
<u>How did the Egyptian Empire end?</u>	
 Cause and consequence	
I can say who ruled after Ramses II	
I can explain the consequences of Alexander the Great's death	
I can say who the last pharaoh of Egypt was and explain why	

What were the greatest achievements of Ancient Egypt?

Use all you have learned to answer the Enquiry Question. You can present this however you like: a non-chronological report, an essay, a speech or even a letter.