



## Year 3 HISTORY Curriculum – Spring Term

### Theme: Ancient Egyptians

Curriculum objectives	Vocabulary				Links across the curriculum
<p>The achievements of the earliest civilizations –a depth study of Ancient Egypt.</p> <ol style="list-style-type: none"> <li>1. Know when the Ancient Egyptians lived in relation to other periods studied and understand the term ancient.</li> <li>2. Understand that the Egyptians were civilisation because they had a clear system of rule and beliefs.</li> <li>3. Understand the importance of the River Nile in Egypt and the reason why people chose to settle near it.</li> <li>4. Understand that the pharaoh was a ruler.</li> <li>5. Understand how historians use artefacts to explore beliefs and rituals from Ancient Egypt.</li> </ol>	<b>Keyword</b>	Definition	<b>Keyword</b>	Definition	<p><b>Geography</b> – Where in the world is Egypt? Which continent is Egypt in?</p> <p><b>Art</b> – Cartouche on papyrus</p> <p><b>English</b> – Howard Cater – biography; NCR Egyptians.</p> <p><b>PE</b> – Dance – <i>Walk like an Egyptian</i></p> <p><b>RE</b> - Why did the Ancient Egyptians worship so many Gods and Goddesses?</p> <p><b>Trip</b> - New Walk Museum</p>
	Artefact	object made by a human being, typically one of cultural or historical interest.	Tomb	an enclosure for a corpse.	
	Archaeologist	person who studies history and through the excavation of sites and the analysis of artefacts and other physical remains.	Mummification	preserve a body by embalming and wrapping it in cloth.	
	Canopic jars	covered urn used in ancient Egyptian burials to hold the entrails and other visceral organs from an embalmed body.	Pyramid	monumental structure built of stone as a royal tomb in ancient Egypt.	
	Hieroglyph	formal writing system used in Ancient Egypt.	Papyrus	material similar to thick paper that was used in ancient times as a writing surface.	
	Pharaoh	a ruler in ancient Egypt.			
<b>Prior knowledge:</b> <i>What specifically have pupils learned that is relevant to this unit that they are building upon?</i>			<b>Future knowledge:</b> <i>What specifically will pupils learn in the future that is relevant to this unit?</i>		
Children have previously used a timeline to order events during the Great Fire of London. They will build on their knowledge of the past by understanding that the Egyptians were an ancient civilisation, and that the timeline reaches further back into the past.			Children will study and compare other ancient civilisations in Y4 and Y6 e.g. Romans and Greeks. They will build upon their learning in Y3 when considering how ancient civilisations have influenced modern society and how advances made thousands of years ago affect present day life. They will continue to understand how archaeologists look for evidence about how people lived in the past and how historians use these sources to construct different narratives about the past		
Lesson Sequence	Key Knowledge		Key Skills		
1. How can we discover what Ancient Egypt was like over 5,000 years ago?	<ul style="list-style-type: none"> <li>• Google Earth to locate Egypt.</li> <li>• Identify geographical features e.g. where are cities?</li> <li>• Map of Ancient Egypt. Compare and discuss the importance of the River Nile.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources to find out about the past.</li> <li>• Chronological understanding</li> <li>• Understand the importance of the Nile and significance of annual floods.</li> </ul>		
2. What sources of evidence have survived?	<ul style="list-style-type: none"> <li>• Understanding of the Ancient Egyptian civilization came within the last 200 years.</li> <li>• Identify at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs.</li> </ul>		<ul style="list-style-type: none"> <li>• Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.</li> <li>• Knowledge &amp; understanding of events</li> </ul>		
3. How and why did the Ancient Egyptians build pyramids?	<ul style="list-style-type: none"> <li>• Understand how and why the Egyptians built pyramids.</li> <li>• Understand how the process of pyramid building changed.</li> </ul>		<ul style="list-style-type: none"> <li>• Presenting, organising and communicating information and ideas</li> </ul>		
4. Why was Howard Carter’s discovery so important?	<ul style="list-style-type: none"> <li>• Know who King Tutankhamun was.</li> <li>• Know what was found in the tomb of King Tutankhamun.</li> </ul>		<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Critical thinking skills</li> </ul>		
5. Why did the Ancient Egyptians worship so many Gods and Goddesses?	<ul style="list-style-type: none"> <li>• Understand why Gods and Goddesses were so important to the Egyptians.</li> <li>• Know the role of some of the Gods and Goddesses.</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of people and changes in the past</li> </ul>		
6. What did the Ancient Egyptians believe about life after death and how do we know?	<ul style="list-style-type: none"> <li>• Know the sequence of the stages of mummification.</li> <li>• Understand the importance of correct preparation for the afterlife.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify key features, aspects and sequence of events to mummify a body.</li> </ul>		
7. TRIP – New Walk museum	<ul style="list-style-type: none"> <li>• Understand the terms primary and secondary evidence and how artefacts help historians build their knowledge of the past</li> </ul>		<ul style="list-style-type: none"> <li>• Exploration</li> </ul>		



**Themes and links**

Historical themes	Where these are covered:	Links across the History curriculum	
<b>Settlements</b>	<ul style="list-style-type: none"> <li>Lesson 1 - why did people live near the River Nile?</li> </ul>	<b>EYFS</b>	
<b>Invasion</b>	<ul style="list-style-type: none"> <li></li> </ul>	<b>1</b>	
<b>Democracy</b>	<ul style="list-style-type: none"> <li>Lesson 4 - King Tutankhamun</li> <li>Lesson 5 - Egyptian Gods and Goddesses</li> </ul>	<b>2</b>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Lesson 2 - hieroglyphics</li> <li>Lesson 3 - pyramids</li> <li>Lesson 7 - trip to New Walk museum</li> </ul>	<b>3</b>	
		<b>4</b>	
		<b>5</b>	
		<b>6</b>	

Lesson 1: Class mind map – what do we know about the Ancient Egyptians?

Introduce A.E. with 'Who were the Ancient Egyptians and how long did their civilisation last?'