



**Lent 1**  
**History Yr3: Ancient Egypt**



**Scripture Link:**  
**'God's Spirit and those who worship him must worship in spirit and truth.' John 4:24**

**National Curriculum Objective**

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 Chin

**Timeline**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Learning intention for each lesson</b>	<p>I will know where to place the Ancient Egyptians on a timeline.</p> <p>I will Know who Pharaohs were and their position in society</p>	<p>I will Know some of the Gods the Egyptians worshipped and why.</p>	<p>I will Know that Egyptians believed in Life after Death and the significance of mumification.</p>
<b>Recall and Retrieval</b>	<p>Changes in Britain – Stone Age to Iron Age Prehistoric means relating to or existing in times before written history.</p> <p>The stone Age, Bronze Age and Iron Age were prehistoric times.</p> <p>People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings.</p> <p><b>FS2 – Kings and Queens</b></p>	<p>Changes in Britain – Stone Age to Iron Age In the Iron Age, hillforts were designed to protect people from enemy tribes, so were built on higher ground.</p> <p>That the ancient age followed the prehistoric period.</p> <p>That Ancient Egypt was ruled by Kings/queens known as Pharaohs.</p> <p>That Pharaohs were believed to be the living descendants of Ra, the Sun God and therefore seen as living Gods.</p> <p>Pharaoh's showed off their Godliness, power and authority in many different ways.</p>	<p>Changes in Britain – Stone Age to Iron Age In the Iron Age, rival tribes fought with deadly iron weapons. They lived in hillforts to keep them safer from attack.</p> <p>That the Egyptians worshipped hundreds of different gods and goddesses.</p> <p>They believed that the gods influenced their everyday life.</p> <p>The Gods represented natural forces such as storms, thunder, death and fire.</p> <p>They worshipped the gods so that the natural order of life, could be kept.</p>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>By the end of the lesson, children will know-</b></p> <p>That the ancient age followed the prehistoric period.</p> <p>That Ancient Egypt was ruled by Kings/queens known as Pharaohs.</p>	<p><b>By the end of the lesson, children will know-</b></p> <p>That the Egyptians worshipped hundreds of different gods and goddesses <b>and that this is called Polytheism- Ancient Egyptians believed that Atum was the first god to exist.</b></p> <p>Recall two of the following Egyptian Gods' names and function</p> <ul style="list-style-type: none"> <li>● Anubis - God of the dead (often shown as a jackal)</li> </ul>	<p><b>By the end of the lesson, children will know-</b></p> <p>That Egyptian's believed that if you live a good life and prepared yourself, you could live again in the afterlife.</p> <p>That Ancient Egyptian's mummified the dead to preserve the bodies for as long as possible as they believed that you would need your body in the afterlife.</p>

	<p>That Pharaohs were believed to be the living descendants of Ra, the Sun God and therefore seen as living Gods. <b>Therefore they were seen as Gods too and people believed that the world would fall into chaos without them.</b></p> <p>Pharaoh's showed off their Godliness, power and authority in many different ways.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- <b>Monuments of themselves to impress people and scare their enemies.</b> (Images of Pharaoh Ramses II at Karnark Temple in Luxor)</li> <li>- <b>Wearing ceremonial beards as a symbol of royal power.</b> (even female pharaohs).</li> <li>- <b>Only gods and pharaohs could carry an ankh</b> – a symbol of life showing that the person who held it had the power to give life and take it away.</li> <li>- <b>Having an official 'Vizier'</b> – their role included supervising the running of the country, like a prime minister does. They were chosen from the pharaoh's family.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Horus - God of the sky</b> (often shown as a falcon)</li> <li>● <b>Isis - Goddess of magic, the protective goddess.</b></li> <li>● <b>Osiris - Ruler of the Underworld</b> (often shown with black skin)</li> <li>● <b>Ra - Sun god</b> (a falcon headed man)</li> <li>● <b>Thoth - The God of writing and knowledge</b> (often shown with the head of an Ibis)</li> <li>● <b>Set - The god of the desert and storms</b></li> </ul> <p>They believed that the gods influenced their everyday life.</p> <p>The Gods represented natural forces such as storms, thunder, death and fire.</p> <p>They worshipped the gods so that the natural order of life, could be kept.</p> <p>Gods were worshipped in temples which were seen as 'houses for the gods'.</p> <p>People went to temples to pray and make offerings to the gods.</p> <p>They could only enter the outer parts of the temple. The centre of the temple was only for high priests (important religious people) and was known as the sanctuary.</p> <p>Most temples had a special offering ritual every day to keep the gods happy. The high priest would wash themselves thoroughly and then visit the statue. They would wash the statue, dress it in fresh cloths and leave an offering of food in front of it.</p>	<p>That mumification is a process in which the skin and flesh of a corpse/body can be preserved after death.</p> <p>Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs (which they would need if the afterlife) after they had died.</p> <p>Rich people had highly decorated coffins while poor people could not afford to be mummified and were often buried in pits in the desert.</p> <p><b>The tombs of Pharaohs contained many treasures but these were a target for thieves who would try to steal them.</b></p> <p>Mummies were made in several stages:</p> <ol style="list-style-type: none"> <li>1. The body was washed and prepared.</li> <li>2. The internal organs were taken out and stored in special canopic jars to protect them (the heart was left in while the brain was removed with long hook through the nose)</li> <li>3. The body was left to dry out in salt for 40 days.</li> <li>4. The salt was removed and the body stuffed with cloth.</li> <li>5. The body was wrapped in linen bandages and then placed in a coffin</li> <li>6. A ritual was performed so the body would be able to eat, drink and speak in the afterlife.</li> </ol> <p>People's belongings were buried alongside them.</p>
<p><b>Key Skills/disciplinary knowledge</b></p>	<p><b>Sources and Evidence</b> begin to use the library and internet to research a specific enquiry.</p> <p>use sources of evidence to build up a picture of a past event.</p>	<p><b>Similarities and differences</b> make valid statements about the main similarities and differences occurring in the units studied.</p> <p><b>Historical Interpretation</b> distinguish between different sources of evidence, comparing the versions of the same story.</p>	<p><b>Historical causes.</b> comment on the causes for some of the key events and developments.</p> <p><b>Consequences</b> comment on the importance of the consequences of some of the key events and developments</p>

<b>Key Vocabulary</b>	Pharaohs, descendants, Ra, monuments, Pharaoh Ramses II, Karnak Temple, Luxor, Ceremonial beard, power ankh, official, Vizier.	Gods, goddesses, Atum, worshipped, Anubis, Horus, Isis, Osiris, Ra, Thoth, Set, temples, offerings, high priests, sanctuary, shrines, sacred, ritual.	Afterlife, spirits of the dead, Duat, Anubis, Feather of Truth, Ammut, mummified, internal organs, canopic jars, natron salt, linen, coffin, ritual, sarcophagus.
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>	<p>Know that Cleopatra was the last Egyptian Pharaoh before the Romans took over.</p> <p>It wasn't unusual for women to rule as pharaoh over Egypt. Cleopatra is the most famous, but others include Nefertiti and Hatshepsut. Use these as examples of other female pharaohs.</p> <p>Ancient Egyptian diversity Nubian people in Egyptian Art; the Kushite Kingdom Amanishakheto Kushite Queen &amp; warrior.</p>		
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>	<p>Democracy I can start to understand the terms democracy and why it is important. I can say what makes a good leader</p> <p>Rule of Law I understand there are different rules in different places I know everyone in a community has rights and responsibilities and understand the important of rules in different communities</p>	<p>Mutual Respect I can show respect for other people's differences</p>	<p>Mutual Respect I can show respect for other people's differences</p> <p>Rule of Law I understand there are different rules in different places I know everyone in a community has rights and responsibilities and understand the important of rules in different communities</p>
<b>Wider links</b>			



**Lent Term 1**  
**History Yr3: Ancient Egypt**

**Timeline**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	I will Know the significance of the pyramids in Ancient Egypt.	I will Know how we learn about Ancient Civilisations – Egypt  I will Know who discovered the Tomb of Tutankhamun and why this was significant	I will Know why Ancient Egypt was such a wealthy civilisation
<b>Recall and Retrieval</b>	<p>That Egyptian's believed that if you live a good life and prepared yourself, you could live again in the afterlife.</p> <p>That Ancient Egyptian's mummified the dead to preserve the bodies for as long as possible as they believed that you would need your body in the afterlife.</p> <p>Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs (which they would need if the afterlife) after they had died.</p> <p>Rich people had highly decorated coffins while poor people could not afford to be mummified and were often buried in pits in the desert.</p>	<p>Stone Age – Skara Brae The remains of 8 houses were discovered in Skara Brae.</p> <p>The houses were built by stacking flat rocks on top of each other.</p> <p>Archaeologists have discovered Jewellery, needles, buttons, ornaments, pottery and dice.</p> <p>Nowhere else in western Europe can we see such rich evidence of how our remote ancestors actually lived.</p> <p>That the pyramids demonstrate the:</p> <ul style="list-style-type: none"> <li>- Significant role of religion and the importance of life after death</li> <li>- They represented strength, stability and spiritual growth</li> <li>- Innovative skills – in relation to maths and writing. They developed a new form of measurement called the cubit which was used to design massive structures like The Great Pyramid with remarkable precision.</li> </ul>	<p>Bronze Age People didn't have money but could make things and begin to trade. They would transport goods by river and some expanded their trade networks, sailing to mainland Europe.</p> <p>In the Bronze age they traded copper, gold and bronze. In the Iron age, the use of Iron had a dramatic impact on everyday life as Iron tools made farming easier, settlements grew in size.</p> <p>That people who study Ancient Egypt are called Egyptologists.</p> <p>That in November 1922, Howard Carter made the most famous discovery of the tomb of the pharaoh Tutankhamun.</p> <p>That his discovery was profoundly significant because:</p> <ul style="list-style-type: none"> <li>- It was an <b>un undisturbed Tomb.</b></li> <li>- The many treasures and artifacts found: These objects provided unprecedented insights into the lives, beliefs and culture of the ancient Egyptians.</li> </ul>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>By the end of the lesson, children will know-</b></p> <p>More than 100 pyramids were found on the West Bank of the Nile.</p> <p>That the pyramids demonstrate the:</p> <ul style="list-style-type: none"> <li>- Significant role of religion and the importance of life after death</li> </ul>	<p><b>By the end of the lesson, children will know-</b></p> <p>That archaeologists learn about ancient civilisations through:</p> <ul style="list-style-type: none"> <li>- Excavations</li> <li>- Analysing artefacts</li> <li>- studying historical records and ancient scripts.</li> </ul> <p>That people who study Ancient Egypt are called Egyptologists.</p>	<p><b>By the end of the lesson, children will know-</b></p> <p>That trade and travel played a big part in the wealth of the Ancient Egyptian civilisation.</p> <p>Egypt commonly exported grain, gold, linen, papyrus, and finished goods, such as glass and stone objects. <b>To countries such as:</b></p>

	<ul style="list-style-type: none"> <li>- They represented strength, stability and spiritual growth</li> <li>- Innovative skills – in relation to maths and writing. They developed a new form of measurement called the cubit which was used to design massive structures like The Great Pyramid with remarkable precision.</li> </ul> <p>The Egyptians also measured time, by combining maths and astronomy. They created a 24hr division to the day and created a 365 day solar calendar. First dating system in history to feature 365days.</p> <p>Developed methods to measure and survey land around the Nile river. These civil engineering feats made for the construction of dams, canals and irrigations which helped farming and agriculture to flourish in the Nile Valley.</p>	<p>That in November 1922, Howard Carter made the most famous discovery of the tomb of the pharaoh Tutankhamun.</p> <p>That his discovery was profoundly significant because:</p> <ul style="list-style-type: none"> <li>- It was an <b>un undisturbed Tomb</b>: The Tomb of King Tut was one of the few undisturbed tombs from ancient Egypt. Unlike many other royal tombs, it remained untouched by grave robbers or subsequent generations, preserving its content in their original state.</li> <li>- The many treasures and artifacts found: These objects provided unprecedented insights into the lives, beliefs and culture of the ancient Egyptians. The exquisite jewelry, golden funeral mask, chariots, furniture and other items revealed the opulence and craftsmanship of the time.</li> </ul> <p>It took 10 years to clear all the objects from King Tut's tomb.</p>	<p>*The Levant (modern day Israel, *Palestine, Lebanon and Syria)      *Mesopotamia (modern day Iraq)      *Mediterranean Civilisations (Crete and Greece)</p> <p>That they could mine gold from gold mines. This gold was often used to make jewellery such as necklaces, bracelets, earrings and rings.</p> <p>That merchants travelled by donkey or camel but that the fastest way for them to travel was by boat along the River Nile.</p>
<b>Key Skills/disciplinary knowledge</b>	<p><b>Similarities and Differences</b>          make valid statements about the main similarities and differences occurring in the units studied.</p> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>• select what is most significant in a historical account.</li> <li>• provide a reason why two accounts of the same event might differ.</li> </ul>	<p><b>Sources and Evidence</b>          recognise possible uses of a range of sources for answering historical enquiries.</p> <p><b>Historical significance.</b></p> <ul style="list-style-type: none"> <li>• select what is most significant in a historical account.</li> <li>• provide a reason why two accounts of the same event might differ.</li> </ul>	<p><b>Continuity and change/ Similarities and differences.</b>          make valid statements about the main changes, Similarities and differences occurring in the units studied.</p> <p><b>Sources and evidence</b></p> <ul style="list-style-type: none"> <li>• recognise possible uses of a range of sources for answering historical enquiries.</li> </ul>
<b>Key Vocabulary</b>	Pyramids, tombs, The Pyramids of Giza, The Great Pyramid of Giza, Pharaoh Khufu, Pyramid of Khafre, Pyramid of Menkaure, man-made structure, Great Sphinx, chisel, wooden sledges, burial chamber	Archaeologist, ancient civilisation, expeditions, archaeological digs, excavate, Egyptologists, The Valley of the Kings, Howard Carter, Luxor, Tutankhamun	Trade, travel, River Nile, mine, Scarab beetle, lapis lazuli, bartering, merchants, papyrus, oars, sails, hieroglyphs, scribes
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does</i>			

<i>not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles			<b>Preferential option for the poor:</b> Why are some parts of our area richer or poorer than others?
British Values			
Wider curriculum links			