

YEAR A

SUBJECT: History

THEME: Ancient Civilisations

TERM: Summer 1

EXPEDITION: Ancient Egypt

KEY QUESTION: What were the greatest achievements of Ancient Egypt?



EXPEDITION OVERVIEW:



hieroglyphics all in an effort to separate fact from fiction.

CULTURAL CAPITAL:

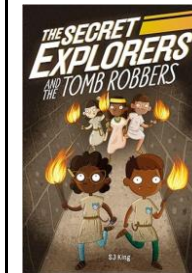
The experience will begin with a demonstration of the mummification process and then apply their knowledge on the mummification of a tomato. They should find out about key Pharaohs and the discovery of their tombs as well as build links to the RE curriculum through the stories of Moses and Exodus. They will have an understanding of an ancient culture and how it impacts our lives today. They will notice the types of Gods and how they were based on the creatures that surrounded them and link this to the druids in the UK.

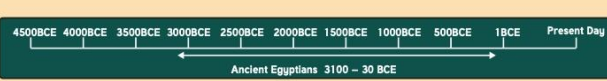
Science Capital

Know that evidence is provided by archaeologists. Know what an archaeologist does and know of carbon dating.

SUPPORTING TEXTS:

Marcy and the Riddle of the Sphinx by Joe Todd-Stanton and The Secret Explorers and the Tomb Robbers by SJ King.






The Ancient Egyptians were a civilisation that settled near the River Nile in Egypt, Africa. They lived from 3100 BCE to 30 BCE.


Pyramids

Pyramids were built for Pharaohs (the ruler) to be buried in when they died. Ancient Egyptians were buried with their belongings and the tomb walls were painted with scenes from the dead person's life. By examining the objects (artefacts) and paintings in the tombs, we have been able to understand a lot more about life in Ancient Egypt.




Gods and Goddesses

The Ancient Egyptians used to have many different Gods and Goddesses that they would pray to when they needed to. This is Anubis. Anubis was the God of mummification. He guided the dead to the next life. Priests often wore Anubis masks during mummification ceremonies. Anubis has the head of a jackal.



Egypt


About 90% of Egypt is covered by desert. There are 2 main deserts in Egypt – the Libyan desert and the Arabian desert. However, there are also lots of populated cities and villages, especially near the River Nile.



The River Nile


Many people lived near to the River Nile. This was because of many reasons:

- It provided food and water
- It was the quickest way to travel
- Crops grew well in the nutrient rich ground



How did Ancient Egyptians write?

The Ancient Egyptians didn't use the same alphabet that we use today. They had their own called 'hieroglyphics' (plural) or 'hieroglyphs' (singular).

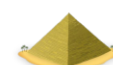



Mummification

Many people in Ancient Egypt chose to be mummified when they died. They did this because they believed that they had to preserve their bodies to use in the afterlife. It took about 70 days to complete the mummification process.

- The body was washed and purified.
- Organs were removed. Only the heart remained.
- The body was filled with stuffing.
- The body was dried out by covering it with a salt substance called natron.
- After 40 – 50 days the stuffing was removed and replaced with linen or sawdust.
- The body was wrapped up in strands of linen and covered in a sheet called a shroud.
- The body was placed in a stone coffin called a sarcophagus.

ANCIENT EGYPTIANS

Timeline									
6000 B.C.	5000 B.C.	4500 B.C.	3500 B.C.	3000 B.C.	2500 B.C.	1500 B.C.	1325 B.C.	332 B.C.	30 B.C.
People settle near the River Nile	Farmed wheat, barley and cattle	Use of sails for the first time	First use of hieroglyphics	Buildings of mud brick	Sphinx and Great Pyramids	Valley of the Kings tombs built	King Tutankhamun buried	Alexander the Great rules	Death of Cleopatra

Key Vocabulary

canopic jar
Jars with intestines, stomach, lungs and liver – all of which were thought to be needed in the afterlife. An oval containing hieroglyphics with a horizontal line underneath indicating a royal name.

cartouche
A writing system where picture symbols stand for meanings or sounds. It meant 'secret carving'.

hieroglyphics
Using the Nile, Egyptians would use annual flooding to channel water to dry areas to help crops grow.

irrigation
A body prepared for burial according to ancient Egyptian practice.

mummy
A stone coffin adorned with a sculpture or inscription containing a mummy.

sarcophagus
The use of the scarab scarab beetle was often used as a symbol for rebirth.

scarab
A chamber or vault to protect the dead, the most elaborate built with porphyry and underground.

tomb
A type of plant grown in abundance in ancient Egypt turned into a paper-like material for writing.

papyrus
Over 100 giant pyramids were created as tombs for pharaohs, mostly built west of the River Nile.

pyramids

GENERAL KNOWLEDGE

Osiris
God of mummification and priests often wore masks of Anubis during ceremonies (head of a jackal).

Isis
Goddess of protection and of household entertainment (head of a cat).

Seth
God of war and battle (head of a lion).

Horus
God of the sky (head of a falcon).

Afterlife
Ancient Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so families would put those things in their graves. Egyptians paid vast amounts of money to have their bodies properly preserved. Those who were poor were buried in the sand while the rich were buried in a tomb.

FAMOUS FIGURES

King Tutankhamun (1341 B.C.)
Known for his intact tomb discovered in the Valley of Kings in 1922 by Howard Carter (English archaeologist). Known now simply as King Tut, he took the throne aged 9 and died aged 19. His tomb was filled with precious jewellery, artefacts, gold, a mummy of his journey to the afterlife and his now famous death mask and sarcophagus.

Ramses II (1255 B.C.)
Best known for defending his country in three great wars, twice against the advancing Libyans and once against the Sea People.

Cleopatra VII (69 B.C.)
She reigned as the queen of Egypt and inspired a Shakespeare play and several movies. She was part of the Macedonian dynasty and became romantically involved with Roman leaders Julius Caesar and Mark Anthony. In a male-dominated society, her political ambition and power led to her legacy.

What were the greatest achievements of Ancient Egypt?

Continued vocab: AD, BC, BCE, CE, age, agriculture, artefact, chronology, civilisation, empire, era, historian, invade, millennium, monarchy, trade, transport.

Retrieval vocab: emperor, event, manufacture, period, population, worship, crops, historian, language, livestock, monument, advance, bronze.

New vocab: archer, artefact, canopic jar, cartouche, century, chamber, chariot, Egyptologist, expand, hieroglyphs, hieroglyphics, irrigation, longevity, mummy, navy, nobility, obelisk, papyrus, polytheistic, preserve, prepare, pyramid, ruler, sarcophagus, scarab, scribe, stability, temple, tomb.

How did Early Egypt begin and what was it like there?			How did Ancient Egypt change during the Old Kingdom?			What changes took place from the Old Kingdom up to the end of the Egyptian Empire?			
Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
Key Question: What is the chronology of Ancient Egypt?	Key Question: What was life like in early Egypt?	Key Question: Did the Ancient Egyptians write anything down?	Key Question: Who were the Egyptian gods?	Key Question: What did the Ancient Egyptians believe about the afterlife?	Key Question: How were the pyramids built?	Key Question: What were the consequences of invasion on the Old Kingdom of Ancient Egypt?	Key Question: What were the success of the New Kingdom?	Key Question: Why are some Pharaohs more significant than others?	Key Question: How did the Egyptian Empire end?

Historical Skill: Chronology	Historical Skill: Evidence and Interpretation	Historical Skill: Evidence and Interpretation	Historical Skill: Historical significance	Historical Skill: Cause and consequence	Historical Skill: Evidence and Interpretation	Historical Skill: Cause and consequence	Historical Skill: Similarity and difference	Historical Skill: Historical significance	Historical Skill: Cause and consequence
Substantive concepts build on: civilisation, trade and settlement			Substantive concepts build on: civilisation, trade, settlement and empire			Substantive concepts build on: civilisation, trade, settlement, empire, monarchy and rebellion			

Assessment:

Cumulative Quiz: Q 1 - 3	Cumulative Quiz: Q 4 - 7	Cumulative Quiz: Q 8 - 10	Cumulative Quiz: Q 11 - 13	Cumulative Quiz: Q 14 - 16	Cumulative Quiz: Q 17 - 19	Cumulative Quiz: Q 20 - 22	Cumulative Quiz: Q 23 - 25	Cumulative Quiz: Q 26 - 28	Cumulative Quiz: Q 29 - 31
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- There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.
- A post-unit test will be used to assess the knowledge and understanding objectives taught throughout the unit. This will be done independently or have reading supported by a teacher.

ANCIENT EGYPTIANS

Mini-Quiz #1

Name: _____
Date: _____

1) What year was the Sphinx built?
a) 200 B.C.
b) 1500 B.C.
c) 2500 B.C.

2) Who was the goddess of protection?
a) Aten
b) Bast
c) Hathor

3) What dynasty was Cleopatra part of?
a) Macedonia
b) Sumner
c) Macedonia

4) What is the name of the jar in which mummies' stomach, lungs and livers were kept?
a) canyuche
b) canyape
c) sarcophagus

5) What year were the Valley of the Kings tombs built?
a) 5000 B.C.
b) 2500 B.C.
c) 1500 B.C.

6) What age did King Tutankhamun die?
a) 19
b) 9
c) 29

7) What was a scab?
a) a beetle
b) a road name
c) a chamberlain


8) In which continent does the Nile travel through?
a) Asia
b) America
c) Africa

9) Which god had the head of a ram?
a) Anubis
b) Set
c) Amun

10) Approximately what year did people start farming wheat, barley and cattle?
a) 6000 B.C.
b) 5000 B.C.
c) 4000 B.C.

Total Score
____ out of 10

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ANCIENT EGYPTIANS

Mini-Quiz #2

Name: _____
Date: _____

1) What year were hieroglyphics first used?
a) 4000 B.C.
b) 3500 B.C.
c) 2000 B.C.

2) Who was the god of war and battle?
a) Anubis
b) Horus
c) Set

3) How long is the River Nile?
a) 6670km
b) 7670km
c) 1450km

4) What is a stone coffin called with a sculpture or inscription containing a mummy?
a) sarcoph
b) sarcophagus
c) canyuche

5) What year was Tutankhamun's tomb found?
a) 1822
b) 1922
c) 1952

6) What was the Egyptians most important crop?
a) porridge
b) vegetables
c) grain

7) What is a type of plant used for making paper?
a) papyrus
b) canyape
c) ingraton


8) What happened in 332 B.C?
a) Cleopatra ruled
b) King Tutankhamun was buried
c) Alexander the Great ruled

9) Where were the poor buried?
a) in the sand
b) in a tomb
c) in the sea

10) Who defeated the Lybians and the Sea Peoples?
a) Cleopatra VII
b) King Tutankhamun
c) Ramesses II

Total Score
____ out of 10

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ANCIENT EGYPTIANS

Mini-Quiz #3

Name: _____
Date: _____

1) What year did people settle near the River Nile?
a) 5000 B.C.
b) 4000 B.C.
c) 3000 B.C.

2) What god had the head of a bird?
a) Set
b) Bast
c) Hathor

3) What was Howard Carter's job?
a) archaeologist
b) archaeologist
c) architect

4) What is a preserved body called?
a) sarcophagus
b) mummy
c) body

5) What year was Tutankhamun buried?
a) 1325 B.C.
b) 332 B.C.
c) 30 B.C.

6) What was built over 130 times?
a) tombs
b) pyramids
c) scarabs

7) What is the name of the writing system used by Egyptians?
a) canyape
b) canyuches
c) hieroglyphics


8) What happened around 3000 B.C?
a) hieroglyphics were
b) use of sails began
c) head brack heaves built

9) What shape was a canyuche?
a) oval
b) oval
c) semi-circular

10) Why were tombs filled with items?
a) for their afterlife
b) to stop thieves
c) to be found later

Total Score
____ out of 10

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Misconceptions:

The children may think that the Ancient Egyptian period happened after a period in British history, rather than alongside it. They may think that changes happened very suddenly, rather than over time. The children may think that slaves built the pyramids when it was actually skilled workers. They may think that tombs have booby traps in them when this is historically inaccurate.