Autumn 2026 Roses Year 3/4
History / The Ancient Egyptians

Morda CE Primary School

Key Learning

Ancient Egyptian civilisation spans 3000 years of recorded history, from around 3000 BC to 30 BC.

Without the River Nile, Egypt would have been a rainless desert. The Egyptian's used the Nile to irrigate crops.



Early Period (c. 3100-2686 BC) Egyptian writing began (pictures and symbols called hieroglyphics) started

Old Kingdom (c. 2685-2180 BC)

Pyramids were built as tombs for pharaohs, The Pyramids at Giza were built to preserve the pharaohs and send them on their journey to the afterlife.



New Kingdom (c.1570-1080 BC)

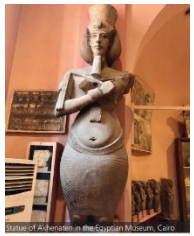
Government Ancient Egypt was governed by all powerful kings called Pharaohs many of them came from the same family (a dynasty)

Daily life We know lots about daily life from hieroglyphs, paintings and statues

Death Egyptians' belief in the afterlife: they believed that when they died their spirit needed a body to live in, so the body had to be preserved after death. This was called mummification. People were buried with everything they would need in the afterlife.

Religion :Egyptians believed in many gods – The pharaoh Akhenaton tried overturn this and force all Egyptians to worship one god – Sun God Atan

Tutankhamen his son overturned this. He was known as the boy king, He is famous because his tomb was found intact in 1922 by archaeologist Howard Carter. It contained many treasures.

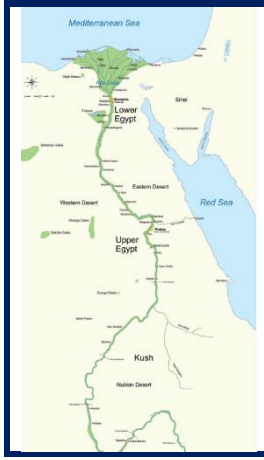


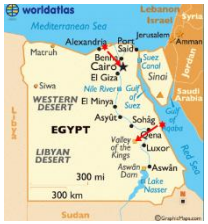






Maps



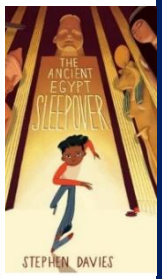


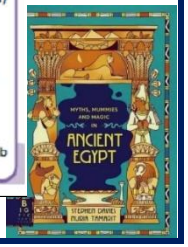
Good Reads / Timeline

Timeline of Key Events:

All dates below are approximate

Old Kingdom:	2600 BCE - 2100 BCE
Middle Kingdom:	2000 BCE - 1650 BCE
New Kingdom:	1540 BCE - 1075 BCE
7500 BCE	First settlers in Nile valley
3500 BCE	First use of hieroglyphic symbols
3100 BCE	Narmer unites regions of Lower and Upper Egypt.
2650 BCE	First step pyramid built
2550 BCE	Pyramids at Giza built
2335 BCE	Pyramid texts written (magical spells to protect pharaohs)
1472 BCE	Hatshepsut becomes caretaker ruler. (Later declares herself pharaoh)
1336 BCE	Tutankhamen becomes pharaoh
1279 BCE	Ramses II becomes pharaoh
1100 BCE	Upper & Lower Egypt split
332 BCE	Alexander the Great conquers Egypt
196 BCE	Rosetta stone carved
1279 BCE	Ramses II becomes pharaoh
30 BCE	Egypt becomes a Roman Province
1922 CE	Carter discovers Tutankhamen's tomb





Key Vocabulary

Afterlife -.	The place Ancient Egyptians believed they would go after they died
Canopic jars -	Special jars that held the organs of a mummy
Dynasty -.	A period of rule when a series of pharaohs all came from the same family
Egyptologist -	An archaeologist who specializes in Ancient Egypt.
Giza -	A place where several large pyramids and the Great Sphinx were built.
Hieroglyphics -.	A type of writing used by the Ancient Egyptians that used pictures and symbols
Mummy -	A dead body that has been specially preserved using embalming
Papyrus -	A plant that grew on the banks of the Nile used it to make paper, boats, sandals, baskets, and rope.
Pharaoh -.	The supreme ruler of all of Ancient Egypt. He or she was considered a god
Pyramid -	A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.
Rosetta stone -	A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics.
Sarcophagus -	A large stone box that held a mummy's coffin.
Tutankhamun -	A pharaoh of Egypt that is famous for his tomb that was discovered. The tomb was largely untouched and was full of treasure.
Vizier -	The second in command after the pharaoh

Key Skills Historical Areas of study: Y3 /Y4	**Key enquiry questions**
Finding Out About the Past ***(Enquiry)*** • Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. • Use key evidence to support judgements and reasoning made about aspects of the past. Ask and answer questions about an archaeological site. • ***Use a range of information to ask and answer questions about the past.*** • ***Use interpretations, pictures and written sources to build a picture about the past.*** • ***Give reasons why peoples account of the same event may be different.*** • ***Talk about sources of information that contain negative views and accounts.***	How do we know about the Ancient Egyptians? How do Archaeologists find out about the ancient Egyptians and their lives? What can we find out about the Ancient Egyptians from primary sources? What can we find out about the Ancient Egyptians from primary sources? How and why do historians interpretation of the Ancient Egyptians' differ?
Finding Out About the Past ***(Chronology)*** • Talk with increasing accuracy and detail about events, places and people beyond living memory. • Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc • ***Use dates and historical terms to describe historical periods, e.g. The Ancient Egyptians – Old Kingdom- 2600-2100 BCE . Middle Kingdom 2000-1650 BCE, New Kingdom1540-1075*** • ***Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of significant change .***	When did the Ancient Egyptian period begin? When and why did the Ancient Egyptian period end ? What historical periods came before and after it? What was happening concurrently in other places? What were the main historical periods during the Ancient Egyptian era and what were the main characteristics of those periods?
Historical Events • Talk about and describe, in simple terms features of key events and people in the past. • Talk about the impact of events on the lives of the people of the time. • *Describe features of historical events beyond living memory.* • *Identify common themes and features.* • *Explain and give reasons for events in the present and past.*	Who were the most important Pharaohs of the time and how did they change the lives of Ancient Egyptians? What were the key technological / religious and governmental changes in the period? e.g building of pyramids / development of hieroglyphics/ worship many gods v worship of one god How did those events change the lives of the Pharaohs, the rich, the poor, What links are there to periods / individual characters in history already studied? (Victorians/ monarchs)

Lifestyles of People in the Past • Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. • Describe and give reasons for similarities and differences between the lives of people. • Describe the changes and differences • ***Compare and contrast the ways of life of people from different historical periods.*** • ***Compare and describe features of life now and in the past beyond living memory.*** • ***Describe and give reasons for the changes and differences in lifestyle in the past and present***	What are the similarities and differences to life in Ancient Egypt to present time? What was the class structure in Ancient Egypt How did the Egyptian people live? How did the lives of the Pharaohs , and the rich differ to the lives of the middle classes and the very poor? Why was the River Nile so important to all Egyptians? Why and by who were the pyramids built? What was the Valley of the Kings and why was it important? What religious beliefs did the Ancient Egyptians have ? What did the Ancient Egyptians believe about death and what happens beyond? What happens when a prominent Ancient Egyptian dies? What were the Ancient Egyptian views about the afterlife? How does the way you have lived your life affect your journey into the afterlife? Why did the Egyptians mummify their dead? Why are the Pyramids such an important primary source for archaeologists ? How did historical events change the lives of people throughout the period?
Significant Historical People ***Use a range of sources of information to find out about a significant historical person from a historical period e.g. :*** **Tutankhamun, Akhenaten Nefertiti** • ***Identify and describe key events in their life from a range of sources of information.*** • ***Talk about and give reasons for the actions of, and events in the life of a well-known historical person*** • *Use a range of sources of information to find out about significant historical people from the key historical period,* • *Compare and contrast a range of information about a significant historical person.*	Who were the significant historical figures of the time during the Ancient Egyptian period? Who was pharaoh Akhenaton? Why was he a significant pharaoh in Ancient Egyptian History **Who was Tutankhamun ?** Why was the discovery of his tomb significant? Where was his tomb discovered? Who discovered his tomb? In what year was he discovered?

Mantle of the Expert

A team of archaeologists and historians are commissioned to create an interactive Egyptian exhibition at the British museum. The exhibition should engage and inform children about key events and historical characters in Ancient Egypt

The British museum wants children to be able to spend a night at the museum and travel back in time to ancient Egypt and discover a world of mummies, magic and myths. Experience the Museum after dark and discover more about this awesome ancient civilisation through workshops, activities and storytelling. At the end of the evening, you'll spend the night sleeping in the Egyptian and Assyrian galleries, surrounded by kings and gods from the ancient world.

Expert team: Archaeologists/ Historians
Client: The British Museum
Commission: Create an interactive exhibition for children KS2