

HISTORY: Year 4

Term: SP1

Unit: Ancient Civilisations—Egypt How do we know so much about the Egyptians?’

Historical Text: The story of Tutankhamun

Key Themes: Power/Beliefs



Vocabulary I need to know

Civilisation	The stage of human, social and cultural development that is considered most advanced.
Dynasty	A line of hereditary rulers of a country
Pharaoh	A ruler of Ancient Egypt
Priest	Worked in temple ensuring the Egyptian Gods were happy
Ancient	Belonging to the very distant past that no longer exists
Pyramids	An Ancient Egyptian monumental structure built of stone with a square base and sloping sides that meet at a point at the top, used as royal tombs
Hieroglyphics	A system of writing that used pictures and symbols instead of letters and numbers.
Mummification	The process of preserving the body by embalming and drying it out.
Embalming	Preserve a body from decay with ointments and spices
Sarcophagus	A stone container for a body. These were usually beautifully decorated as they belonged to important people.
Sphinx	A mythical being that had the body of a lion or cat and the head of a human
Tomb	A place where the body of important would be buried. They included details about their lives painted on the walls.
Afterlife	The continued time after a person's death in the spiritual world
Scribe	The job of someone who could read and write in Ancient Egypt
Slave	A person who is the legal property of another and forced to work for them.
Hierarchy	Members of society are ranked according to their status

Things I already know before I start the journey

- Stone Age to Iron Age
- The success of the Roman Empire and that this existed alongside the Ancient Egyptians
- Understand the term BC and AD
- Understand the role of an archaeologist and how artefacts are unearthed



Things I need to know by the end of the journey

- **Locate Egypt on a timeline in history**
- **Identify the iconic features the AE are known for: Pyramids, hieroglyphics, River Nile, Mummification, Sphinx, Pharaohs, Papyrus, Sarcophagus.**
- **The discovery of Tutankhamun's tomb and why this was so significant.**
- The construction of the pyramid's was not built by the slaves contrary to popular belief.
- Explore daily life experiences for a variety of people living in Egypt (Nobleman, Priestess, Teacher, Doctor, Vizier, Carpenter) and where they fitted in the social hierarchy.
- The process of mummification (Covered in the literacy unit as part of instruction writing)?
- **Their beliefs in the afterlife**
- **AE wasn't the only Ancient Civilisation. It existed alongside the Shang Dynasty, Indus Valley and Ancient Sumer. They all had their own form of writing, complex religious systems, monumental architecture, and centralized political power.**
- **We are able to know so much about the Egyptians because of all the evidence left behind. Particularly the tombs pyramids)**

LO: To know how to identify the iconic features of Egypt

LO: To know the significance of uncovering Tutankhamun's tomb

LO: To know how to use sources to form a testable hypotheses about the past. 'Did the Slaves really build the Pyramids?'

LO: To know how to use evidence to recount what life was for everyday people in the past.

LO: To know about the beliefs of people of the past

LO: To know how to draw contrasts with a time period studied to other areas of the world

To know where AE fit onto a timeline. Use sources to pick out the most iconic features of AE.

To know about Howard Carter's famous discovery King Tut's tomb

To know that slaves building the pyramids is a popular misconception and there is ample evidence to challenge this.

To know what AE life may have been like for an array of people.

To know about the concept of the afterlife via the source of Ani's story and the famous afterlife tableau. (Link with mummification lesson in Literacy)

To know that the Shang Dynasty, Indus Valley and the Ancient Sumer existed alongside the AE and that they share similarities.