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| **Knowledge organiser for Year 3 –** Ancient Egyptians - **What was life like during the Ancient Egyptian Civilisation?**  **Curriculum Statement:** Pupils should be taught about 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 Egypt.  **Overall enquiry question:** **What was life like during the Ancient Egyptian Civilisation?**  **Links to prior learning**: Chronology  **Core knowledge in bold**  **New learning 23-24** | | | Disciplinary Concepts to be taught:   * Significance * Continuity and change * Cause and consequence * Similarity and difference | |
| **Overarching questions** | **Questions for monitoring** | **Knowledge** | | **Vocab** |
| When did the Ancient Egyptian civilisation exist and how do we know about it?  Describe the achievements of the earliest civilisations e.g. Ancient Egyptians | Where is Egypt?  What is a civilisation?  **When did the Ancient Egyptian civilisation exist?**  What was happening in Britain at this time?  Why and how did the Ancient Egyptian Civilisation begin?  What were conditions like in Ancient Egypt?  What made it so successful?  How do we know anything about the Ancient Egyptian Civilisation? | * Egypt is a country in North-East Africa. * A civilisation is a group of people living in particular place at a particular time that can be recognised by the way they lived. * Ancient Egypt as a civilisation began when people started building villages next to the River Nile in North-east Africa. * It lasted around 3,000 years as a civilisation from **3,100 BC to 332BC**. The civilisation began when King Narmer took control of the Nile Valley. It ended when the Roman’s conquered. * During this time in Britain the Neolithic Stone Age, Bronze Age and mid Iron Age were occurring. The Ancient Egyptians were far more advanced than Britain at the time. * Egypt grew where it was because the river was an important source of water in the desert landscape. It meant people could grow crops like wheat, barley, fruit and vegetables as well as papyrus and flax because the soil nearby was fertile whereas the land in the rest of the region was desert. Flax was used to make clothes and papyrus was used to make paper. They made bread and beer using the crops they grew. The Nile also gave them mud to make bricks for construction. The area beyond the Nile also held lots of natural resources. They also fished in the river and used it as a way of transport. * Their society was very well-established with things like taxes in place. They created a lot of things which made Egypt so successful: Ancient Egypt created a solar calendar with 365 days. They also invented paper and hieroglyphics and were great record keepers. They were expert farmers and at construction as shown by the pyramids which were far more superior to constructions built elsewhere at the time i.e. stone henge. They were ruled by the pharaohs and worshiped over 2,000 gods and goddesses. They built irrigation systems using canals to water their crops. Some Ancient Egyptians were educated and could read and write hieroglyphics. * Egypt had hot summers and mild winters. The surrounding area was a desert of sand and rocks. This mean the river was essential for survival. * Artefacts discovered from pyramids, including paintings and sarcophagus help to tell us about life in Ancient Egypt as well as writings on papyrus and structures such as the sphinx. | | Civilisation, King Narmer, Iron Age, Stone Age, Bronze Age, Romans, desert, Nile, Papyrus, Flax, construction, hieroglyphics |
| What can we learn about Ancient Egypt from the Pyramids?  Identify key features and beliefs of historical periods.  Analyse beliefs, behaviours and characteristics of people in the past  Describe the achievements of the earliest civilisations e.g. Ancient Egyptians  Significance | **What sources of information tell us about Ancient Egypt?**  What is the study of Ancient Egypt called?  What is an artefact?  **Who built the pyramids?**  How were they built?  How long did it take?  Why were they built?  **What would we expect to find within a pyramid?**  What do they tell us about life in Ancient Egypt? | * **We know about Ancient Egypt from tombs and statues such as the pyramids, the Great Sphinx and mummies as well as Egyptian artefacts within them**. Studying these items is called Egyptology and the people who study them are called Egyptologists. An Egyptologist is an archaeologist who specialises in Ancient Egypt. The dry, hot climate of Egypt has meant that lots of artefacts have been preserved. * Artefacts are items from a historical period that were made by humans, not naturally occurring. * **Pyramids were built by teams of well-organised Egyptian workers including inspectors and specialist builders. The workers received medical treatment if they were unwell or injured. These people lived in villages where they had a good diet of fish as well as baked goods from the local bakeries and meats from the butchers. Some believed it was slaves who built the pyramids, but this was not true. Evidence suggests many of the builders were farmers who built when the season was wrong for farming. Many Egyptologists believe it may have been an act of worship to the gods or a way of paying taxes or as a duty and honour to the king to be involved in the building of the pyramids. From remains, it is proven that the builders were Egyptian. Inscriptions suggest the people were proud of their work. It is believed that it took 20,000-30,000 people over 80 years to build the pyramid at Giza. Smaller pyramids took around 15-20 years.** * To build the pyramid, Limestone blocks were cut from the land. The Limestone blocks were then floated to their location on the Nile or pulled across the ground on wooden sleds across wet ground. It is unclear how they were lifted in to place but once in place they were hand cut and polished. Astronomers helped to align the pyramids point with the stars and ropes, plumb bobs and builders’ set squares which were used to keep the levels straight towards the point. * Ancient Egyptians believed the world was just darkness and water endlessly at the start of time. Then the first mound of earth, the sun god and the sun rise were born. From then on, the sun God lived in a never-ending cycle of death and rebirth. They believed that every day the sun died in he west, travelled through the underworld in darkness and was reborn the next morning in the east. The Egyptians believed that by building the pyramids, they guaranteed their King would be reborn in the after life (like the sun god). The pyramids texts say that the King journeys upwards as a falcon, or in the boat of the sun god, or on the ladder to the sun so he can be reborn in the afterlife, which they believed was in the stars. The Pyramid’s point directs them there. The pyramids were built as burial chambers for the pharaohs (kings). * **Within the pyramid, three chambers were built, one below ground, one above and one high up in the pyramid. The third, high-up pyramid housed the sarcophagus where the king would take his final resting place. This had a shaft which pointed to the stars, guiding the king to eternal life.** * **When the pyramids were excavated, the Egyptologists found passageways and chambers inside. Sometimes this included trap doors to keep our grave robbers! The passageways were lined with hieroglyphics. This included religious stories to help the pharaoh to the afterlife and warnings to grave robbers to stay out. Within the pyramid there would be chambers. One would be a burial chamber containing the sarcophagus. This was an ornate stone case for the pharaoh’s mummy covered in hieroglyphics and images of the Gods to see the pharaoh to the afterlife. Insidet the sarcophagus would be a wooden coffin with the mummy of the pharaoh in. sometimes three or four wooden coffins were put inside of each other. The coffins and the sarcophagus were encased in beautiful glass of different colours as well as gold. The mummy itself would also wear an ornate death mask. Also, in the burial chamber would be items the pharaoh wanted to take to the afterlife. This would always include decorative objects covered in gold. Sometimes there might also be food, chariots, boats, games, weapons, oils and ointments and clothing and jewellery.** * Pyramid designs changed over time. To start with these were step pyramids but over time they became smoother and more complex. The great Pyramid of Giza is 147m heigh and the base is 230m x 230m. * The pyramids show us how highly respected the pharaohs were by the people. They also show us how intricate the craftsmanship of the ancient Egyptians was and teach us about their beliefs about life after death. | | Sphinx, preserved, Egyptology, Egyptologist, inscriptions, limestones, plumb bob, set square, afterlife, pyramid texts, chambers |
| What can we learn about the everyday life of men, women and children in Ancient Egypt from historical artefacts?  Analyse beliefs, behaviours and characteristics of people in the past  Describe the achievements of the earliest civilisations e.g. Ancient Egyptians  *This lesson should use a range of artefacts (physical or images) for children to explore these answers for themselves.* | **What do we know about everyday life in Ancient Egypt from historical artefacts?**  What’s the same and what’s different to life today? | * **Society in Ancient Egypt was hierarchical. The pharaohs were the most important. Below them was the military leaders, scribes, priests and tax collectors. Below them was the farmers and below them the slaves.** * **Most Egyptians were farmers. Other jobs included: bakers, scribes, priests, doctors, craftspeople, and merchants. Children started work at around 12.** * **Women spent most of their time baking bread, collecting water and caring for the home.** * **Most houses were made of mud bricks, contained 4-5 rooms, and had storage silos for grain. They had bread ovens within them.** * **Hieroglyphics in tombs tells us about their lives and work as well as their families. Often jobs, achievement and children would be painted on the walls of tombs. It is easier to learn about the lives of rich Egyptians because they had tombs whereas poorer Egyptians were often just buried.** * **Their diet included bread, fruit, vegetables, herbs and spices. Foods like garlic, onions, meat, figs, fish and grapes were common.** * **Donkeys were used to carry water to the villages from the Nile.** * **They used a stool with a hole in it and a bowl of sand underneath for going to the toilet. This would be thrown onto the desert floor to be dried by the sun.** * **Only the priests, scribes and royalty learnt to read and write.** * **Ancient Egyptians decorated their eyes with black kohl eyeliner. Both men and women painted their eyes.** * **The ancient Egyptians loved to play music with instruments like the harp.** * **They enjoyed games and created board games such as sennet.** * **Pillows weren’t used; Egyptians had a head stand.** * **Wigs and jewellery were worn by the wealthy.** * **Ancient Egyptians visited the temples to pray to the gods regularly. They also buried themselves with symbols of the Gods.** * **They believed in the afterlife.** | | Hierarchical, scribes, merchants, tax collectors, silos, figs. Hieroglyphics, tombs, senet |
| What can we learn about Ancient Egyptian beliefs from evidence that has survived?  Identify key features and beliefs of historical periods.  Analyse beliefs, behaviours and characteristics of people in the past | **What is mummification?**  **What are the stages of mummification?**  What did the Ancient Egyptians believe about the afterlife? What was the Book of the Dead?  What was maat?  What was the rule of gods and goddesses in Ancient Egypt?  How did myths impact on Ancient Egyptian beliefs?  How do we know all this? | * **Mummification was the process of removing some of the internal organs from a dead body and preserving it so that both the physical and the spiritual body could survive and pass in to the afterlife.** * **First of all, the body was taken to a place called ‘The beautiful house’ and cleansed with palm wine then rinsed with water from the Nile.** * **Stage 1 was removing the brain through the nose with a hook.** * **Stage 2 was washing the body and removing the internal organs.** * **Stage 3 was placing the lungs, liver, intestines and stomach in canopic jars. They were dried in natron and wrapped in linen first so they could be put back in the body in the afterlife. The heart was not removed as it was believed to be the centre of intelligence and emotion and would be needed for entry to the afterlife. Duamutef was a jackal head and held the stomach, Quebhsenuef was a falcon head and held the intestines. Imsety had a human head and held the liver. Hapi had a baboon head and held the lungs. The jars four heads symbolised the four sons of Horus.** * **Stage 4 was filling the body with spices, sawdust and linen. This helped it keeps its shape. After this, a resin made from plants was spread on the skin to preserve it.** * **Stage 5 was drying the body with natron (a natural salt). This could take 50 days.** * **Stage 6 was bandaging the body with strips of linen. This was up to 20 layers thick. The head and next were wrapped first. Mummia, was he paste used to stick the layers together, this is where the term mummification comes from.** * **Stage 7 was placing amulets and scrolls within the strips of linen. The amulets protected the dead person into the afterlife. The Isis knot protected the body and was placed on the head. The heart amulet went over the heart to protect it. The scarab was placed above the abdomen, it symbolises new life and rebirth. The eye of Horus was place over the cut in the abdomen and symbolised good health. The scrolls came from the book of the dead.** * **During the ceremony of mummification, a priest would wear the head of Anubis (God of the dead) and chant spiels from the book of the dead.** * **Next a funeral was held where the opening of the mouth was performed. This would mean the person could talk and at in the afterlife.** * **Finally, mummies were placed in a wooden coffin with a death mask placed on them to resemble their face. The coffin may then be place within 1 or 2 more coffins before being placed in a stone sarcophagus.** All would have eyes on them so the person could see out and an internal door to exist through. * Ancient Egyptian hieroglyphs teach us that Ancient Egyptian beliefs came from myths for example, one myth was that once a person reached the afterlife, they would have their heart weighed against a feather by the God Anubis. If their heart was lighter, it proved they were a good and honourable person who could proceed to the afterlife. It not Ammut the devourer was waiting to have power over them. The Egyptians believed there were things sent to trick you in the afterlife. The book of the dead told them spells to avoid being tricked or devoured by Ammut. It could be written for them to be buried with them for use in the afterlife or it could be purchased but it was very expensive so only the rich could afford it. * The Egyptians believed the gods created the world and that they kept order in day-to-day events like storms, thunder, death, and fire. They believed if they worshiped them and gave offerings to the gods they would keep the natural order of things, known as maat. Each God or goddess was responsible for something. The pharaohs were believed to be divine – chosen by God. * We are only able to know this level of detail about the mummification process through hieroglyphics painted on artefacts and in tombs which show us the process of the weighing of the heart and of mummification. We also know about mummification from finding mummies and sarcophagus. | | Mummification, canopic jars, natron, linen, afterlife, Duamutef, Quebhsenuef, Imsety, Hapi, Horus, preserve, mummia, amulets, book of the dead, scrolls |
| Why were hieroglyphics significant in Ancient Egypt?  Describe the achievements of the earliest civilisations e.g. Ancient Egyptians | **What are hieroglyphics?**  **How do we know what they mean?**  Where can we find hieroglyphics?  What do they teach us?  If we didn’t understand them, how would this change what we know about Ancient Egypt? | * **Hieroglyphs are symbols that show words and sounds. The ancient Egyptians invented it in about 3000 BC. They had about 700 different signs for objects and animals.** * **It has only been in the last 200 years that we have been able to learn so much about Ancient Egyptian life and beliefs because until we could decipher the hieroglyphics, we could not understand many of the Ancient Egyptian artefacts. The Rosetta Stone helped us understand hieroglyphics. The Rosetta stone was discovered in 1799. It is a three-foot high stone containing hieroglyphs, everyday ancient Egyptian language and a Greek translation. Egyptologists translated the Greek into modern European languages. Then they used those words to understand the ancient Egyptian hieroglyphs.** * Hieroglyphs can be seen on tombs, pottery and walls on ancient Egyptian remains. * They tell us about beliefs, gods, clothing and everyday life. * The ancient Egyptians also used papyrus and writing boards to keep records of things like laws. * This is different from some less developed societies living at the same time who used no writing, such as the Stone Age and Bronze age people in Britain who did not write. * The people who wrote hieroglyphs were called scribes. They went to a special school to learn all the symbols. * The Egyptians wrote the names of their kings or queens inside an oval shape called a cartouche, to show that they were special. | | Hieroglyphics, Rosetta stone, papyrus, cartouche |
| What did Ancient Egypt have in common with other civilizations from that time?  Describe the achievements of the earliest civilisations e.g. Ancient Egyptians  Similarity and difference | What is a civilisation?  **Which civilisations existed successfully at the same time as the Ancient Egyptians?**  Why did they exist in these locations?  **What was similar about all these civilisations?**  What was happening in Britain at this time? | * A civilisation is a group of people living in particular place at a particular time that can be recognised by the way they lived. * **We know that the Indus valley (Pakistan), Sumer (in Ancient Mesopotamia – now Modern Iraq) and Shang Dynasty (in China) all existed during the same period as the Ancient Egyptians.** The Indus Civilisation existed from 2,600 BC to 1,900 BC; Sumer from £,200 BC to 1792 BC, Shang Dynasty from 2070 BC – 1046 BC and Egypt from 3150 BC to 332BC. * **Things they had in common:** * **They all had some form of writing and record keeping.** * **They all had permanent building organised into streets.** * **They all had fertile crops and farmed well.** * **They all were near a river and relied on it for irrigation of crops and survival.** * **They had community building used for ceremonies or religious purposes.** * **They had a hierarchy and at times there were power struggles.** * **They were all in geographic locations which improved their lifestyle.** * **They sold their produce and traded later.** * **They loved games.** * **They made bricks from mud.** * **They were creative and has lots of inventions and ideas which made lives easier.** * **Some started to use some form of calendar or clock.** * **They all had some form of education.** * They were all near a river which made farming and living much easier. Many of these civilisations end when the rivers dried up as they were so reliant on them for their lifestyle. * At the period where these four civilisations existed, Britain was experiencing the Neolithic Stone Age and Mid Bronze age. It was much less developed. This was largely due to the climate and limited natural resources which prevented progression as quickly as in some other locations. | | Indus Valley, Pakistan, Sumer, Ancient Mesopotamia, Iraq, Shang Dynasty, Chinas, Neolithic, Bronze Age, fertile, civilisation. |
| End of unit check – complete end of unit check and answer the question ‘What was life like during the Ancient Egyptian Civilisation?’ | | Civilisation, King Narmer, Iron Age, Stone Age, Bronze Age, Romans, desert, Nile, papyrus, flax, construction, hieroglyphics, sphinx, preserved, Egyptology, Egyptologist, inscriptions, limestone, plumb bob, set square, afterlife, pyramid texts, chambers , hierarchical, scribes, merchants, tax collectors, silos, figs, hieroglyphics, tombs, senet, mummification, canopic jars, natron, linen, Duamutef, Quebhsenuef, Imsety, Hapi, Horus, mummia, amulets, book of the dead, scrolls, Rosetta stone, cartouche, Indus Valley, Pakistan, Sumer, Ancient Mesopotamia, Iraq, Shang Dynasty, Chinas, fertile. | | |