



Knowledge Organiser	Subject: History	Topic: Ancient Egypt	Year: 3
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Key Knowledge

For the whole of Spring Term, Year 3 will have an in-depth study of Ancient Egypt. See the Geography River Nile knowledge organiser as these two units can be combined to allow for greater coverage rather than repetition. In KS1, children would have looked at significant events and people in British history. This unit will be the first study of an ancient civilisation. A trip to the British Museum would be a quality experience, especially to look more closely at artefacts.

This unit should begin with an understanding of where modern Egypt is today and the area covered by Ancient Egypt. Year 3 will also need to have an understanding of the chronology of Ancient Egypt – this will need to be with support as the concept of 5000 years ago may not be clear; visual representations may support this (Year One looked at homes in the past, this may assist, or refer to Jesus on a timeline, the Romans in Britain, the Great Fire of London etc).

From this unit, the children should gain a deeper understanding of what artefacts can tell us as modern historians and the way of life of an ancient civilisation. There should be a good understanding of what a primary and secondary source is.

<https://libraryforkids.com/category/history/ancient-egypt/>

<https://www.bbc.co.uk/bitesize/topics/zg87xnb>

<https://kids.nationalgeographic.com/history/article/ancient-egypt>

Being an Historian/Key Skills Developed

- begin to use a range of evidence to interpret events, linking this to factual understanding about the past;
- begin to understand the usefulness and reliability of primary and secondary sources; images of homes, artefacts (historical objects).
- begin to address questions about change, cause, similarity and difference, and significance; (introduction of symbols for writing, the creation of papyrus etc).
- begin to develop a chronologically secure knowledge and understanding of British history (look at the impact of the discoveries by Howard Carter);
- identify connections over time (how today we use symbols and a phonetic alphabet and paper, the development of mathematical operations under the Ancient Egyptians).

Multi-Disciplinary Skills

The pupils begin to develop a sense of chronology through the use of timelines; children will use a visual representation to understand time – children have previously learned about significant events and people in KS1. This will be their first look at an ancient civilisation.

The pupils need to have an understanding of locational knowledge, this will link to their geography unit on the River Nile.

Key Concepts

Time, Change, Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as prog

Reasons and Results:

how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can?

The Big Question

How did the Ancient Egyptians change the World?



Key Vocabulary	
Generic Vocabulary	Pharoah, pyramid, scribe, papyrus, tomb, amulet, obelisk, scarab, cartouche.
Rosetta Stone	An ancient Egyptian stone bearing inscriptions in several languages and scripts.
Hieroglyphics	A writing system that uses pictures and symbols.
Mummification	The methods of embalming, or treating the dead body.
Canopic jar	Jars used by ancient Egyptians to hold mummified remains.
Sarcophagus	A coffin/container to hold a coffin.
Papyrus	A kind of paper from the stalks of a reed called papyrus, or paper plant.
Scribe	People in ancient Egypt (usually men) who learned to read and write.

Key Questions to Consider:

What is the Ancient Egyptian civilisation? People have lived in Egypt since the beginning of the Stone Age in Britain. By 5000 BCE, they migrated near the River Nile, where they began living in large villages. These settlements grew to create an ancient civilisation which would last thousands of years! Ancient Egypt used to be split into two parts – Upper Egypt and Lower Egypt.

How do we know about the Ancient Egyptians? We know about the Ancient Egyptians because of evidence left behind from that era, such as wall art, ancient Egyptian writing and artefacts. These have been discovered by archaeologists and studied by experts. The Ancient Egyptians used hieroglyphics to write things down. These are symbols that represent sounds or words. Look at the Valley of the Kings, pyramids, Howard Carter. The story of Moses can be found in the Bible.

What was life like for the Ancient Egyptians? There was a hierarchy in Ancient Egypt. People with certain jobs were more important than others. The pharaoh was the most important person in society. Farmers and enslaved people were considered the least important in society. Ramses II was one of the most powerful pharaohs who ruled for 66 years. Look at the pyramid of society, the beliefs in different gods, the afterlife etc.

What are the Ancient Egyptians remembered for? Many people associate the pyramids with the Ancient Egyptians. These still stand today! Pharaohs wanted their journey to the afterlife to be a special event, so they ordered giant pyramid structures to be built. Their bodies were placed inside these when they died. The largest pyramid ever built was the Great Pyramid of Giza. The Ancient Egyptians didn't use the same alphabet that we are used to. They had their own called 'hieroglyphics' (plural) or 'hieroglyphs' (singular). Look at their impact on writing, maths, medicine, paper.

Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences.	Homes in the past – Comparing homes in our local area, then and now – consider living conditions, the developing area.	The Great Fire of London. In this unit, Year 2 would have begun to look at primary sources, as well as understanding significant events.	Ancient Egypt - Understand the life of Ancient Egyptians, their practices and their lasting impact on the World today. Begin to understand sources in history.	The Maya – Continue from Year 3, understanding an ancient civilisation, their life, beliefs. Greater understanding of sources.	Anglo-Saxons vs Vikings. This unit will look at how England was impacted by competing factions and its lasting impact on unifying the kingdoms of Britain to create England.	Crime and Punishment - This unit will look back to Roman times, studied in Year 3 to modern Britain. Sources understanding should be secure.