



Holly Park Learning Organiser

Y4 Ancient Egyptians (Ancient Civilisations)

The achievements of the earliest civilizations

Why Was The Ancient Egyptian Civilization Able to Last For 3,000

Vocabulary

pharaoh	A ruler of ancient Egypt.
irrigation	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.
cartouche	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
Hieroglyphics	A system of writing that used pictures and symbols (hieroglyphs) instead of letters.
civilisation	a human society with its own social organisation and culture.
deities	A god or goddess
fertile	Rich in nutrients to support the growth of many plants
mummification	If a dead body is mummified, it is preserved, for example by rubbing it with special oils and wrapping it in cloth
papyrus	A tall water plant that grows in Africa
sarcophagus	A large decorative container in which a dead body was placed in ancient times
tomb	A large grave that is above ground
ancient	Belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410)
archaeologist	Someone who studies the past by exploring old remains

3500 BC Early settlers settle in the Nile valley.	3100 BC Development of hieroglyphics	2700 BC First stone pyramid built.	2600 BC Pyramid of Giza built.	1472 BC Hatshepsut becomes ruler then Pharaoh	1336 BC Tutankhamun becomes Pharaoh	1279 BC Rameses II Becomes Pharaoh	690-664 BC The black Nubian Kings of Kush ruled Ancient Egypt, as well as ruling Ethiopia.	51-30BC Queen Cleopatra	AD 300 Last use of hieroglyphic writing.	1922 Howard Carter discovers the tomb of Tutankhamun
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What will I know at the end of this unit? (Substantive Knowledge)

Hieroglyphics

Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost who were men. Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals for taxes

The Importance of the River Nile

The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. The river was used for water, fishing and trade. Papyrus plants were used to make paper. Mud was used for houses.

Mummification

Wash the body. 2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust. 3. Remove all internal organs except the heart. Put them into canopic jars. 4. Cover the body in natron salt and leave it to dry for 40 days. 5. Remove the natron salt and pack the body with straw, dried grass or linen. 6. Apply makeup and fake eyes. 7. Wrap the body in linen fabric, adding amulets and a Book of the Dead. 8. Place the mummy in a sarcophagus (decorated coffin)

Pharaohs/Monarchy

Hatshepsut First and longest-reigning female Pharaoh. Tutankhamun Youngest Pharaoh, famed for his burial tomb in the Valley of the Kings (mask, left). Ramses II Often known as Ramses the Great, his mummy still rests in Cairo's Egyptian Museum. Built more statues and temples than any other! Cleopatra VII Often considered the last Pharaoh of Egypt. Kept power by making alliances with famous Romans such as Mark Antony & Julius Caesar.

The Black Nubia Kings of Kush

Queens of Egypt – Cleopatra Nefertiti Hatshepsut

Tutankhamun

Tutankhamun was Known as the 'boy king' as he became pharaoh aged only 9 . His tomb was discovered by Howard Carter and his team in the Valley of the Kings in 1922. The Tomb contained over 3000 treasures

Everyday Life

Gods: Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses. These were called deities. Amun – God of all gods Ra – sun god Anubis – god of mummification Thoth – God of knowledge Isis – God of healing Osiris – God of the afterlife

Clothes: The Ancient Egyptians made their clothes from linen cloth - long dresses with shoulder straps for women. Men would have worn kilt-like skirts. They often went barefoot. Footwear was a luxury item. Ancient Egyptians loved decorating their outfits. Men and women wore necklaces, bracelets, and earrings. Both would use eye make-up called kohl, painting thick, striking lines around their eyes.

Food: Bread was the most important food. Crops of wheat, barley and corn grew near the Nile. They ate lots of fruit and vegetables. The Nile had lots of different types of fish in it. Only the wealthiest people ate meat. They also ate ducks, geese, swans and pigeons. Most people drank beer. The Egyptians also drank wine. They also drank milk and fruit juices.

Homes: Early homes were made out of mud and papyrus leaves. They then started to use the mud to make bricks. They mixed mud with straw and baked them in the sun. The floors were raised and the windows were high to keep sand out. Houses had flat roofs and people often slept on the roof. Most people lived in villages, clustered along the banks of the River Nile. Village houses were built close together, for strength and security



Pyramids



Hieroglyphics

Egypt and the River Nile



Hatshepsut

How do we know?

We know about the Ancient Egyptians through the **many** monuments, objects and artifacts that have been recovered from archaeological sites, covered with hieroglyphs that have been deciphered.

What should I already know?

Egypt is a country in the continent of Africa. The climate of Egypt is different to that of the UK. What life was like in Stone Age Britain – which was at the same time in history Link with the Romans

History Skill Progression Year 4 (Disciplinary Knowledge)

Chronological understanding	Can begin to date events Place events from period studied on time line Can understand more complex terms eg BCE/CE Can begin to note contrasts and trends over time
Range and depth of historical knowledge An overview of world history	Can use evidence to reconstruct life in time studied Can identify key features and events of time studied Can offer a reasonable explanation for some events Can give a broad overview of life in Britain through various time periods Can compare and look for links and effects in time studied
Investigation and Interpretations of history	Can suggest causes and consequences of some main events in history Can begin to evaluate the usefulness of different sources and begin to explain why they might be different Can use more than one source of evidence to gain a more accurate understanding Can use text books and historical knowledge
Historical enquiry	Can suggest suitable sources of evidence and use it to build up a picture of a past event Can select and record relevant information relevant to the study Can choose relevant material to present a picture of one aspect of life in time Can ask a variety of questions Use the internet for research
Organisation and communication	Can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT Can use appropriate historical vocabulary to communicate: <i>dates, time period, era, change, chronology</i>

SEND core skills

Being a Historian

Historians are people who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.
 - Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Possible Adapted learning for SEND & EAL

Ancient Egyptians often carved their writing into walls. Using playdough , write a message. When you have finished, you can screw it up and try again!

Look at the pictures of a pharaoh and of King Charles III. What can you see? What is the same? What is different?

Play Hieroglyph Bingo

Look at different maps, atlases and globes . What colour is the water on the map? Can you find water on the map? Is it a lot of water or a little bit? Use terms, sea, ocean, river. What are the other things on the map? (land) Use pre-prepared Post-Its saying 'land' and 'water' to label

LGFL - Busy Things - Year Two - History - Ancient Egypt There are lots of activities here, labelling clothes, exploring hieroglyphics and writing projects

Many Egyptians were farmers. Visit the Holly Park Allotment to see what has been growing there. Talk about what you see. What do you eat? Do you know what other animals eat?

End Points and Assessment Of Core Learning

Question 1: Name an ancient Egyptian achievement.	Start of unit:	End of unit:

Question 2: The Egyptians were considered influential to modern society. They contributed ideas about....(tick all that are true)	Start of unit:	End of unit:
written language		
measurements		
time and the calendar		

Question 3: The Ancient Egyptians were among the first civilisations to use an irrigation system. Irrigation means:	Start of unit:	End of unit:

Question 4: Circa means...	Start of unit:	End of unit:
pyramid		
century		
around		
circle		

Question 5: The discovery of Tutankhamun's tomb was important because...	Start of unit:	End of unit:
the artefacts he was buried with told us a lot about life in ancient Egypt		
Howard Carter found him		
we know who killed him		

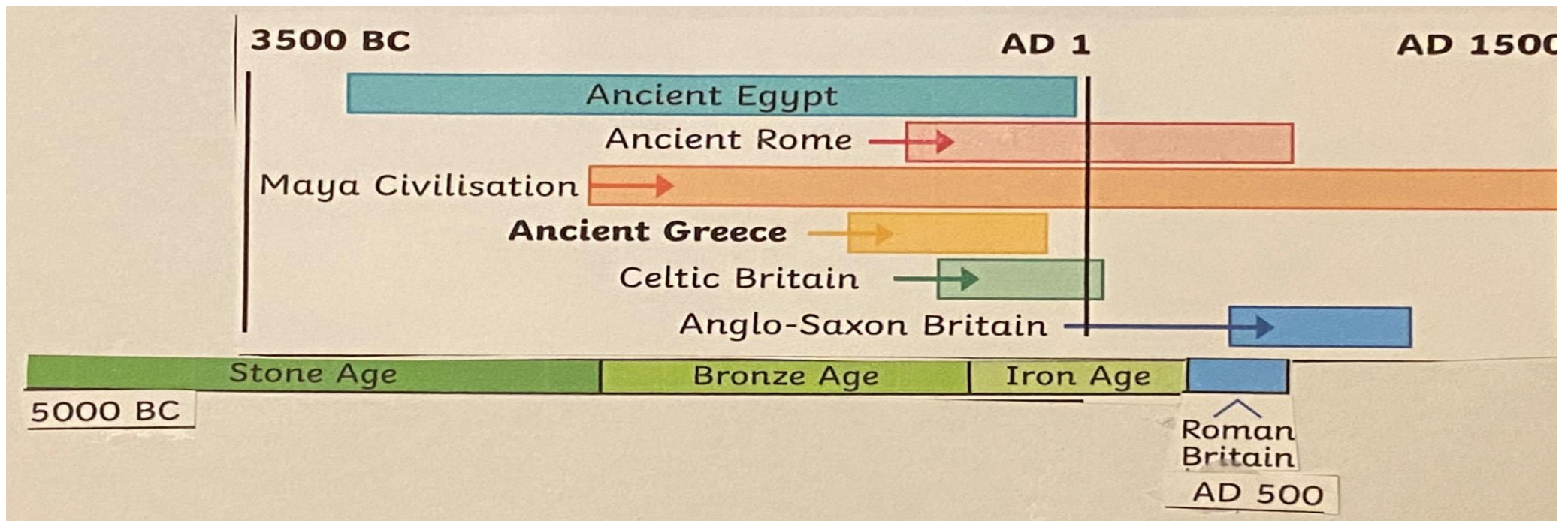
Question 6: The Egyptians built the pyramids around the same time as:	Start of unit:	End of unit:
the Stone Age in Britain		
the Romans came to Britain		
the Vikings came to Britain		
William the Conqueror wins the Battle of Hastings		

Question 7: We know how the Ancient Egyptians lived because of....(tick all that apply)	Start of unit:	End of unit:
pyramids		
written language		
artefacts		

Question 8: The Nile was important because....(tick all that are true).	Start of unit:	End of unit:
it provided settlers with fertile land to grow crops		
it was a river		
the banks grew papyrus reeds which they used to write on		
it provided opportunities for fishing		

Question 9: The process of mummification was used so help preserve the bodies of pharaohs. This was so that they could make the journey to...	Start of unit:	End of unit:
Egypt		
the Nile		
the afterlife		
pyramids		

Question 10: Pyramids were used as tombs. A synonym for the word tomb is....	Start of unit:	End of unit:



Holly Park Key Stage 2 Chronology of events

