



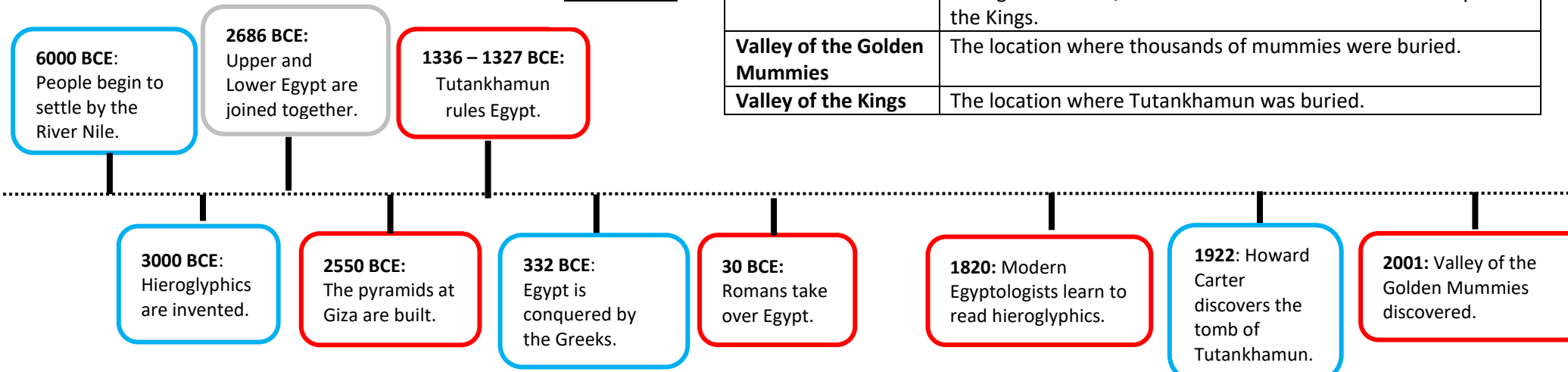
What I should know already:

- Other ancient civilisations such as the Greeks, Romans and Maya.
- The continents, including the location of Africa.
- The importance of archaeology in finding artefacts that allow us to understand the past.
- That different peoples and cultures have their beliefs about what happens when we die.
- You may know about Mayan glyphs, used for writing, Mayan temples used for burials and the importance of water for any successful settlement.

What I should know by the end of the unit:

- The location of Ancient Egypt in both time (including Ancient Egypt's place in the Bible) and place.
- The importance of the River Nile and its annual flooding for agriculture and how this supported a thriving civilisation.
- How archaeology allows us to build us a picture of everyday life in the past.
- Important Egyptologists that discovered and catalogued artefacts.
- How the Ancient Egyptians lived their everyday lives, and how this showed they were an advanced civilisation.
- The importance of religion and some of the many gods worshipped.
- Their beliefs about life after death and how this led to mummification and the building of the pyramids.
- The social structure of Egyptian society, from Pharaohs to slaves.
- Some of the important burial sites of the period, including the Valley of the Kings.
- The use of hieroglyphics by the Ancient Egyptians.
- The rise of Ancient Egypt and its fall, becoming a province of the Roman Empire and how this pattern is seen in great civilisations throughout history.

Timeline



Vocabulary and People

| | |
|-------------------------------------|---|
| afterlife | The place where Egyptians believed they would go after they died. |
| Akhet | The season of the year when the Nile river flooded. A very important time of year in the desert! |
| Ancient Egyptian | of, relating to, or characteristic of the Egyptians in the period studied or any of their languages. |
| archaeologist | Someone who studies the past by exploring old remains. |
| canopic jars | Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach. |
| civilisation | A human society with its own social organisation and culture. |
| culture | Activities such as the arts and philosophy, which are considered to be important for the development of civilisation. |
| dynasty | A period of rule when a series of Pharaohs all came from the same family. |
| Egyptologist | An archaeologist who focusses on Ancient Egypt. |
| fertile | Soil that is able to produce lots of crops. |
| hierarchy | a system of organising people into different ranks or levels of importance, for example in society. |
| hieroglyphics | A type of writing that used a combination of pictures and symbols. |
| Howard Carter | A famous Egyptologist who discovered Tutankhamun's tomb. |
| human features | Features of land that have been impacted by human activity. |
| irrigation | Supplying the land and crops with water. |
| mummification | The process of preserving a body after death in preparation for the afterlife. |
| papyrus | A plant that grew on the banks of the Nile. It was used as an early version of paper. |
| Pharaoh | The supreme ruler of all of Ancient Egypt. |
| physical features | natural features of land. |
| pyramids | Large tombs built for the Pharaohs. |
| polytheists | The worship of or belief in more than one god. |
| River Nile | The river that runs through Egypt. When it flooded, it left behind fertile mud, ideal for growing crops. |
| sarcophagus | A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs. |
| society | people in general, thought of as a large organized group. |
| Tutankhamun | Youngest Pharaoh, famed for his burial tomb in the Valley of the Kings. |
| Valley of the Golden Mummies | The location where thousands of mummies were buried. |
| Valley of the Kings | The location where Tutankhamun was buried. |

Historical Skills and Enquiry

- Chronologically place Ancient Egypt within their existing knowledge of world history.
- Identify connections, contrasts and trends between Ancient Egypt and other civilisations studied (such as common aspects of civilisation, the rise and decline of all empires), using correct historical terminology.
- Answer historically valid questions about cause: How did beliefs about life after death influence Ancient Egyptian society?
- Answer historically valid questions about similarity and difference: How were the Ancient Egyptians similar and different to other civilisations studied?
- Make a thoughtful use of both primary and secondary sources in describing aspects of Ancient Egypt.

Geographical Skills and Fieldwork

- Know the physical geography of northern Africa, including: climate zones, biomes and vegetation belts, rivers, deserts.
- Know the human geography of the Ancient Egyptian civilisation, including: types of settlement and land use, economic activity including trade links.
- Use maps, atlases, globes and digital/computer mapping to locate Egypt and significant landmarks.

Where did the Ancient Egyptians live?

