



Egyptians



Key questions

What is an Empire?
 What is irrigation and why is it important for Egypt?
 Why was the Nile important to Egyptian life?
 Why did the ancient Egyptians thrive?
 What was the significance of the Pyramids, and when were they built?
 Who were the Pharaohs?
 What is the Valley of the Kings, and what was it used for?
 Who was Tutankhamun?
 Who was Mark Anthony? Why was his death significant?
 How did the last Ancient Egyptian Empire end?
 What are Hieroglyphics?
 What is the Rosetta stone?
 What were Canopic jars?

National curriculum statement: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt

What this builds on:

- Knowledge of invaders (Romans, Vikings, Saxons) and conflict between societies



Key knowledge and dates:

- 7500 BC: People began to build homes and farm in the Nile Valley
- 3100BC – 2686BC: Upper and Lower Egypt were united into one kingdom by King Menes, and Memphis became the capital
- 3000 BC: Hieroglyphics started to be used
- 2686BC - 2181BC: Pyramids built (Old Kingdom)
- 1567BC – 1085BC: New Kingdom
- 1332-1323 BC: King Tutankhamun ruled
- 1279-1213 BC: King Rameses II ruled
- 525 BC Egypt was conquered by the Persians
- 332 BC: Alexander the Great from Greece conquered Egypt
- 196 BC: The writings on the Rosetta Stone were carved
- 51-30 BC: Cleopatra VII ruled; she was the last pharaoh
- 31 BC: Battle of Actium. Egypt became a part of the Roman Empire



Area of History	Year Specific Skills (Toolkit Skills)
Chronological understanding	- I can use dates to order and place events on a timeline and place these in a wider chronological framework
Historical enquiry	- I can make confident use of a variety of sources for each independent research - I can understand how our past knowledge of the past is constructed from a range of sources - I can construct informed responses that involve thoughtful selection and organisation of relevant historical information - I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
Historical interpretations:	- I can understand that there are varied interpretations of historical events - I can understand that sources can show bias
Understanding of events, people and changes:	- can use evidence to support arguments



Cross curricular links and activities

Art:

- Using clay to sculpt Canopic jars

DT:

- Understand and use mechanical systems [for example, gears, pulleys, cams, levers and linkages] to make a Shaduf

English:

- Sherlock Holmes and the Pharaoh's treasure
- Information text (Pharaohs and Pyramids)

Geography

- Describe and understand the key aspects of types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water



Key vocab

Cleopatra	Julius Caesar
Nile	Dynasty
Flood plain	Grain/Wheat
Mark Anthony	Slaves
Pyramids	Construction
Mummification	Ra
Scarab	Isis
Papyrus	Cairo
Hieroglyphs	Pharaohs
Desert	Sphinx
Embalming	Trade
Civilisations	Artefacts