



1. Can I **place** the Ancient Egyptian civilisation on a timeline of our time periods studied? (short 20 min lesson—consider combining with lesson 2)

- **Vocab:** civilisation, timeline, chronological order, century/centuries, millennium
- **Previous learning:** sequenced events in Sutton and London in chronological order
- Know that a civilisation is when a group of people lived together in a place with laws, jobs, buildings, and ways of doing things like farming, writing, and trading. It's when life is organised and people work together. The Egyptians were a civilisation.
- Know that as historians, it is important we know about when civilisations lived in relation to others.
- Know that we will be learning about a number of other civilisations in Year 4 and 5 (Ancient Greece, The Romans, The Maya Civilisation)
- Know that a timeline is a useful way of showing events in an order from past to present
- Know that Ancient Egyptian period lasted from approximately 3100 BC to 332 BC. This was many centuries (century = 100 years, millennium = 1000 years)
- **Chronology:** Place studied periods in order. Begin to understand centuries and historical periods. (school history timeline of curriculum topics)

2. Can I use a timeline to **sequence the key events** of the Ancient Egyptian civilisation?

- **Vocab:** sequence, timeline, chronological order, BC (Before Christ)
- **Previous learning:** (last lesson) placed the Egyptian Civilisation on a timeline
- Know that as historians, we must know when events in history took place and in what order. This is called chronological order.
- Know that the Ancient Egyptians were a civilisation which means they were a group of people living together. They have communities (e.g. cities) and leaders, jobs, language, laws/rules and culture (music, art, religion).
- Know that the Egyptians had a number of key events during their civilisation—children will learn more about these through their history learning
 - **3100BC**—The first Pharaoh (King)
 - **3100BC**—Developed hieroglyphics (their writing system using symbols)
 - **3000BC**—Early form of paper for writing and keeping records
 - **2700BC**—First pyramids built as special tombs for Pharaohs
 - **2600BC**—'Great pyramid of Giza' built (the largest pyramid ever built) and is still standing today.
 - **2500BC**—Sphinx was built (a giant statue with a lion's body and a Pharaoh's head that guarded the pyramids)
 - **1500BC**—Around this time, the Egyptians built amazing temples (e.g. Karnak temple) for the their gods.
 - **1350BC**—Tutankhamun became Pharaoh (his tomb was discovered by historians thousands of years later—it was full of treasure!)
 - **50BC**—Cleopatra was the last Pharaoh of Egypt. After her, Egypt became part of the Roman Empire.

• **Chronology:** Sequence multiple events within a time period. Use BC/AD correctly

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3. Can I **identify what has changed and what has stayed the same** in Egyptian writing over time?

- **Vocab:** change, continuity, consequence, hieroglyphics, demotic script, papyrus scroll
- **Previous learning:** what's changed and stayed the same in Sutton in last 50 years
- Know that as historians it is important we know what has changed in history and what has stayed the same (continuity).
- Know that historians have discovered that the Egyptians are very important in history with writing.
- Know that they recorded history and culture: They wrote on papyrus scrolls (an early form of paper made from plants that grew by the River Nile) and carved inscriptions on monuments, temples, and tombs.
- Know they used writing for practical purposes: Keeping records of trade, taxes, laws, and religion..
- Know that their writings give us information about their beliefs, daily life, medicine, and maths.
- Know how Egyptians writing started and how it changed through time:

Change

• **Early writing: Hieroglyphics:**

- Used pictures and symbols to represent words and sounds.
- Carved on stone walls and written on papyrus scrolls.
- Very detailed and beautiful, but slow to write
- Hieroglyphics had over 700 symbols!



Later writing: Demotic Script:

- Developed around 650 BCE. A simpler, faster way of writing for everyday use like letters and business. Still Egyptian, but looked more like quick handwriting.



Today:

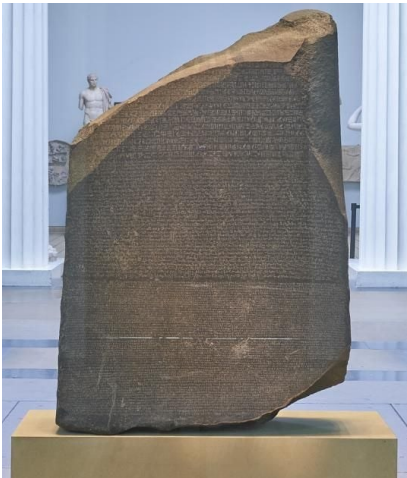
- We use letters and alphabets instead of pictures. Writing is now digital – on computers, tablets, and phones. Anyone can learn to write, not just scribes (like back in Egyptian times)

What's Stayed the Same (Continuity):

- Egyptians always used writing to record important things, for example, laws (rules for how people should live), religion (prayers, stories about gods, and instructions for temples), trade (lists of goods, taxes, and payments)
- Writing was a way to share ideas, communicate, and keep history alive.
- Writing was often linked to power – only trained scribes could write, so it was a special skill.
- **Change and Continuity:** identify aspects of change within the time period (Egyptians)

4. Can I explain **why the discovery of the Rosetta Stone was significant at the time?**

- **Vocab:** significant, Rosetta Stone, scholar,
- **Previous learning:** significance of the changes in London in history
- Know that historical significance means why an object, event or person is history is important and why we remember and learn about them today.
- Know The Rosetta Stone is a large stone slab discovered in Egypt in 1799; it has the same message written in three scripts: Hieroglyphic (symbols used by priests), Demotic (used for everyday writing), Ancient Greek (used by rulers of Egypt at the time); it's kept at the British Museum (London)
- Know that Rosetta Stone was significant at the time it was discovered:
 - Before its discovery, no one could read hieroglyphs.
 - Because scholars knew Greek, they used the Rosetta Stone to decode hieroglyphs. This allowed historians to understand Egyptian history, religion, and culture.
 - It allowed historians to studying Ancient Egypt in detail as the language could now be understood.
- **Historical significance:** Explain why an event is important at the time



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5. Can I **compare the similarities and differences** between life in Ancient Egypt and our life today?

- **Vocab:** similarities, differences, comparison
- **Previous learning:** compare similarities and differences in London's leisure activities over time?
- Know that, as historians, it is important to learn about patterns in history and what is similar and what is different.
- Recap that children have compared previous life to today (Year 2 - comparing London in 1666 during Great Fire of London with London today)
- Know that next term (Vikings), children will compare Viking way of life with Egyptians
- Know and make comparisons between aspects of Egyptian life with ours today, including:

Food:

- **Ancient Egyptians:** Main staples: bread, onions, garlic, lentils, and vegetables, fruits: dates, figs, grapes, meat was rare for ordinary people; fish was more common, relied heavily on the Nile for drinking water and farming.
- **Today:** Wide variety of foods from all over the world, including processed and packaged items. Meat, dairy, and exotic fruits are widely available. Drinking water easily available. Advanced farming techniques and supermarkets provide year-round access.
- **Similarities:** Bread is still a staple food. Both societies farm crops for food.
- **Differences:** Today's diet is more diverse and includes imported foods and processed products

Clothes:

- **Ancient Egyptians:** Wore light linen garments due to hot climate. Men: short kilts; Women: long dresses. Sandals made from papyrus or leather.
- **Today:** Clothes made from cotton, wool, synthetic fabrics. Wide range of styles and seasonal clothing. Shoes made from rubber, leather, and synthetic materials.
- **Similarities:** Both wear clothes suited to climate.
- **Differences:** Modern clothing is mass-produced and varied; Egyptians had simple, handmade garments.

Beliefs:

- **Ancient Egyptians:** Believed in lots of gods. Thought life continued after death, so they prepared for the afterlife. Important people and kings were mummified and buried in tombs.
- **Today:** People believe in different religions, or some have no religion. Funerals are much simpler and depend on beliefs. We don't make mummies or build huge tombs!
- **Similarities:** People still believe in religious beliefs and ceremonies
- **Differences:** Today's beliefs are varied (we have many religions) and we do not focus on afterlife

Homes:

- **Ancient Egyptians:** built from mud bricks, flat roofs, few windows, no electricity or plumbing
- **Today:** made from bricks, concrete and glass. Electricity, heating and running water. Large and comfortable
- **Similarities:** Homes always give shelter and space for family life
- **Differences:** Modern homes have technology and are a lot more comfortable than Egyptian

Travel:

- **Ancient Egyptians:** boats on the Nile for travel and to buy and sell goods (trading)
- **Today:** We use cars, buses, trains, planes, ships
- **Similarities:** All transport is used for moving people and goods from one place to another
- **Differences:** Travel is much quicker and easier today. It is powered by fuel rather than humans and wind
- **Similarities and Differences:** Identify similarities and differences in aspects of life



Knowledge and Skills Mind Map (History) - Year 3 Spring Term

Disciplinary Concept: 

6. Can I explain the reasons why (the cause) the pyramids were built and explain what happened as a result (the consequence)?

- **Vocab:** cause, consequence, afterlife, Pharaoh, agriculture, trade
- **Previous learning:** cause and consequence of London's population growth
- Know that historians like to identify reasons why an event or action happened (the cause) and learn about what happened as a result (consequence). Know that there are often multiple causes and consequences.
- Know key facts about pyramids (useful source: <https://www.bbc.co.uk/teach/class-clips-video/articles/z2qgydm>)
- Causes (Why were the pyramids built?)
- **Afterlife:** Egyptians believed pharaohs were very special and would live forever after they died.
- **Keep body and treasure safe:** The pyramids were like giant stone safes! They protected the pharaoh's mummy and all the things he might need in the next life.
- **Power and wealth:** A huge pyramid showed everyone how strong and rich the pharaoh was.
- **Religion:** The pyramids were lined up with the sun and stars as it was important for Gods/beliefs
- Consequences (What happened as a result?)
- Pyramids became symbols of Egyptian civilisation and how clever and skilled they were.
- **Teamwork:** Thousands of people worked together to build them (stone cutters, builders, artists (to decorate walls), food makers, water carriers, ramp builders
- **Cultural:** Pyramids changed art, religion, and how people were buried for a very long time
- **Economic impact:** Resources were diverted to pyramid building, affecting agriculture and trade.
- **Important today:** Pyramids attract millions of tourists and are studied as wonders of the ancient world.
- **Causes and Consequences:** recognise events have more than one cause/consequence

7. Can I understand why historians have different opinions about why the pyramids were built?

- **Vocab:** opinion, interpretation, evidence, sources,
- **Previous learning:** understood the different purpose/viewpoint of sources linked to Sutton
- Know that historians can have different opinions/interpretations of something in history. They use evidence (sources) to help them think and ask questions.
- Know that historians' opinions/interpretations can change over time as they learn more
- Know that historians do not all agree on one single explanation.

Different Interpretations of the Pyramids

- **Pyramids were tombs for Pharaohs:** Most historians believe pyramids were built as grand tombs for pharaohs (evidence: burial chambers, mummies, treasures found inside)
- **Power:** Some historians argue pyramids were built to show the pharaoh's power and wealth (evidence: pyramids are enormous, and took thousands of people to build)
- **Religion:** Some historians think pyramids were part of **religious rituals**, helping the pharaoh's soul reach the afterlife (evidence: texts and carvings about gods and the afterlife)

Why do interpretations vary?

- **Evidence changes:** New discoveries (like the Rosetta Stone or workers' villages) give historians more clues.
- **Different questions:** Some focus on religion, others on engineering or society.
- **Time period:** Historians in the 1800s had fewer tools and ideas than modern archaeologists.
- **Bias and imagination:** People sometimes fill gaps with guesses when evidence is missing.
- **Interpretation of the past:** why historians have different interpretations of pyramids

8. Can I ask historical questions about primary sources to learn more about Tutankhamun?

- **Vocab:** historical question, clues, primary sources, Tutankhamun, artefact
- **Previous learning:** used sources to ask questions about the history of River Thames
- **Recap:** the role of an historian is to ask questions to find out clues about the past.
- **Recap:** primary source is made at the time of the event. The artefact (Tutankhamun) and a photo are both primary sources
- **Link back to last term:** children used two images of the River Thames to ask questions about how the river has changed.
- Know facts about Tutankhamun: he was a pharaoh of Ancient Egypt; he became pharaoh at the age of 9; his tomb lay was discovered in 1922 by the architect Howard Carter; inside the tomb there was over 5000 treasures including chariots, clothes and jewellery; there was also this famous gold mask.
- Know that as historians, we must ask questions about Tutankhamun to try and learn more information. Examples of these could be:
 - What is the mask made out of?
 - What symbols or decorations are on the mask, and what could they mean?
 - Why did they use gold?
 - When was it made?
 - How has it survived for over 3000 years without being destroyed?
 - Is it similar to other Egyptian artefacts?
- **Historical Enquiry:** Ask historical questions based on a primary source

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9. Can I research mummification to create my own model? (non-compulsory, only teacher if time)

- Know Ancient Egyptians preserved dead bodies through the process of mummification.
- Know the steps of the mummification process:
 - clean,
 - remove organs,
 - dry,
 - stuff,
 - wrap
- Know the steps had be followed in the correct order.
- **Research mummification; communicate understanding**