



Topic: Ancient Egyptians and The River Nile

Years: 3 and 4

Previous knowledge

Geographical skills

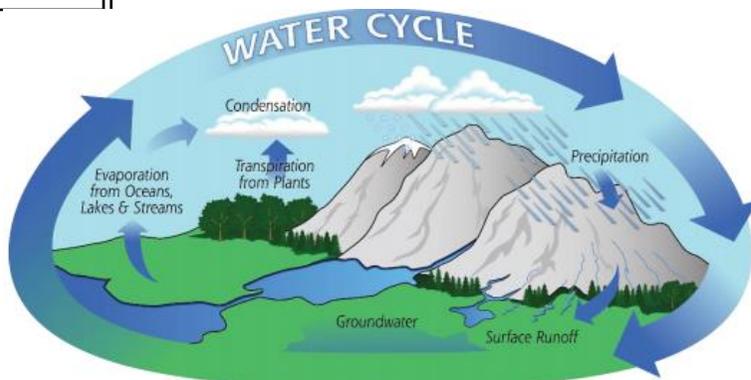
Vocabulary

Altitude	The height of something above sea level
Channel	A landform, it is the outline of the path that a river takes
Condensation	The change of a state of matter – from gas to liquid
Confluence	The meeting of two or more streams of water
Erosion	The process of breaking things down and wearing things away, e.g. by water, wind or ice
Estuary	Where the mouth of a river where fresh river water and salt sea water mix and meet
Evaporation	The change of a state of matter – from liquid to gas
Glacier	A mass of ice that moves very slowly down from mountains
Infiltration	The process where water seeps into the ground (soil or rock)
Peak	The top of a mountain
Precipitation	Forms of water that fall through the sky, e.g. rain, snow, sleet
River	A large stream of flowing water that usually ends in the sea
Run-off	Water that flows over the earth and does not evaporate or filter into the ground
Source	The beginning (original) part of a river

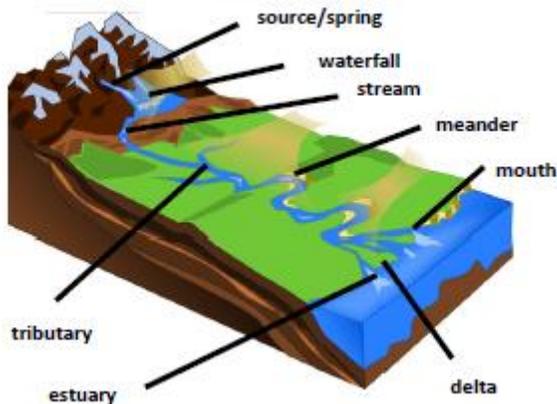
Important facts

Oceans, Seas and Rivers - what is the difference?

Oceans are very large areas of salt water that cover approximately two-thirds of the Earth's surface.
Seas are smaller areas of salt water that separate oceans and land.
Rivers are natural streams of fresh water that flow into seas, oceans and lakes.



Features of a river





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Timeline

6000 BC	5000 BC	4500 BC	3500 BC	3000 BC	2500 BC	1500 BC	1325 BC	322 BC	30 BC	1922 AD
People settle near the River Nile	People started to farm what, barley and cattle	Use of sails for the first time for their boats	First use of hieroglyphics	Buildings of mud brick	Sphinx and Giza Pyramids built	Valley of the Kings tombs built	King Tutankhamun buried	Alexander the Great Rules	Death of Cleopatra. Egypt is now ruled by the Romans	Howard Carter discovers Tutankhamun's Tomb



Vocabulary

Pyramid	A building with triangular sides built as an Egyptian tomb (a place to bury the dead).
Canopic Jar	Special jars that held the organs of the mummy. These included the lungs, intestines, liver and stomach.
Cartouche	A stone tablet with hieroglyphics to mark the name of the pharaoh who was buried there.
Hieroglyphics	A type of writing that used a combination of symbols and pictures.
Irrigation	Each year, the Nile would flood. The Egyptians used this to their advantage by building small canals to reach more crops.
Mummification	The process of preserving a body after death in preparation for the afterlife.
Sarcophagus	A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.
Tomb	A place where the Ancient Egyptians would bury their dead.
Papyrus	A plant that grew on the banks of the Nile. It was used as an early form of paper.
Pharaoh	The supreme leader of all Ancient Egypt
Dynasty	A period of time where a series of Pharaohs, who were all from the same family, ruled over Egypt.
Akhet	The season of the year when the River Nile flooded. A very important time for the Desert!
Egyptologist	An archaeologist who focusses on Ancient Egyptian. Howard Carter discovered Tutankhamun's tomb.
Afterlife	The place where Egyptians believed they would go after they die.

Previous knowledge



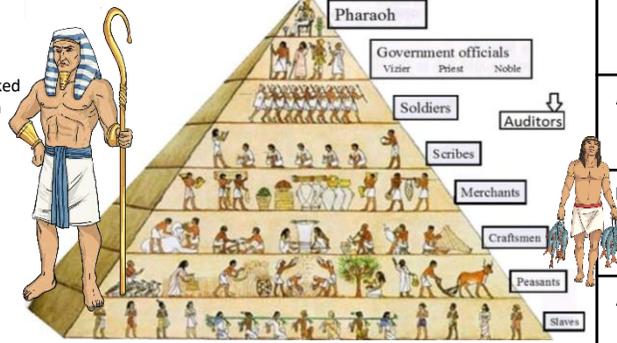
Important facts

- In November, 1922, **Howard Carter** discovered the tomb of **Tutankhamun** in the Valley of the Kings
- The **Valley of the Kings** is a place where pharaohs were buried for nearly 500 years, between 16th-11th Century BC
- The **Great Pyramid of Giza** is the oldest and largest of the Great Pyramids complex near Cairo.
- The **River Nile** is the life source upon which Ancient Egypt flourished. It creates banks of fertile soil for the Egyptians to live and farm on.
- The Ancient City of **Thebes** was the capital city during the Middle Kingdom and New Kingdom. Its ruins lie in the city of Luxor.
- Egyptians believed that their bodies would be needed for the **afterlife**. So, the rich paid for their bodies to be **mummified**.
- As Egypt was a hot country, people wore lightweight **clothes** to keep them cool. Until the age of 6, most children would not wear any clothes.
- The pharaoh made **peasants farm** on the **fertile** lands. The people of Egypt were able to grow things like wheat, barley, fruit, vegetables, figs and melons.
- The Ancient Egyptians enjoyed many **sports**. Most were designed to prepare young men for battle, for example: wrestling, chariot racing and archery.
- Throughout the year, the Egyptians held various **festivals**. Many of these were in honour of the **gods**, and there would be both offerings and celebrations.
- The Egyptians **hunted** for both **food** and **entertainment**. This was normally an activity for the rich, however the poor also enjoyed hunting when there was time.
- Hieroglyphics** were pictures that Ancient Egyptians used to represent objects, actions, stories and ideas. In total, there were more than 700 different hieroglyphics. Some of the pictures stood for whole words.



Ancient Egyptian Class Structure

The pharaoh and those that were linked to religion were the most powerful in society. Pharaohs were believed to be gods in human form, and so they had power over everything. Skilled workers made up the middle classes. Those at the bottom had no power, and worked long hours for little in return.



Historical skills and enquiry

- Describe what life was like for groups of people during the Ancient Egyptian times
- To look at the reliability of evidence from the Ancient Egyptians
- Ask questions and find out answers about the Ancient Egyptians
- Explain how Britain changed during the Stone Age, Bronze Age and Iron Ages using a timeline to help.
- Study artefacts/tools and explain what their uses were.
- Place events on a timeline using dates
- Compare hunter-gatherers to farming in the Stone Age
- To discuss the different time periods – benefits and changes
- Explain how the Romans brought an end to the Iron Age.
- Present what you know about the Stone Age using a variety of skills (e.g. Geography, English, Maths, Computing)

Question 1 : Did the dinosaurs exist at the same time?	Start of unit	End of unit
For a short while		
Yes		
No		

Question 2: What is the historic name for the 'Old Stone Age'	Start of unit	End of unit
Neolithic Stone Age		
Palaeolithic Stone Age		
Mesolithic Stone Age		

Question 3 : Tick the foods you think a Stone Age person would eat.	Start of unit	End of unit
Bread		
Blackberries		
Deer		
Pasta		

Question 4 : Order these time periods in chronological order (1-4)	Start of unit	End of unit
Iron Age		
Romans		
Bronze Age		
Stone Age		

Question 5 : Tick the types of houses that you think the Stone Age people lived in:	Start of unit	End of unit
A cave		
A brick house		
A round house		
Animal-skin shelters		



Question 6 : What is the name of this famous landmark?	
	
Start of unit	End of unit

Question 7 : What evidence have we found that show that the Stone Age people existed? (Tick all that you think)	Start of unit	End of unit
Flint tools		
Old photographs		
Diaries		
Cave paintings		
Bones		
Landmarks		



Topic:

Year:

What should I already know?

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Important facts

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Vocabulary

Geographical skills and fieldwork

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Diagrams

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