ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: History UNIT: Ancient Egypt CONCEPT: Achievement YEAR:3

<table>
<tr><td>BIG QUESTION</td><td colspan="2">What were some of the successful achievements in the Ancient Egyptian period?</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="2">Double page spread showing the achievements in writing, mummification process and beliefs about the afterlife</td></tr>
<tr><td>NC OBJECTIVES</td><td colspan="2">• To know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</td></tr>
<tr><td>WEEK</td><td>KEY KNOWLEDGE</td><td>RESOURCES</td></tr>
<tr><td>1</td><td>To know a civilisation is a group of people living together who have developed their own culture/ way of living.
- A civilisation comes from Latin word 'civis' meaning citizen of a city.
- civilisations have been present in the world throughout history.
- Ancient means belonging to the very distant past and no longer in existence.
- The names of the earliest civilizations of Egypt, Sumer, Shang and Indus.

The dates of these four civilizations and their locations:
<table><tr><td>Sumer</td><td>Ancient Egypt</td><td>Shang</td><td>Indus</td></tr><tr><td>5000BCE - 1940BCE</td><td>3150BCE-30BCE</td><td>1600BCE - 1046BCE</td><td>3300BCE-1300BCE</td></tr><tr><td>Located near Euphretes and Tigris rivers in Mesopotamia (modern-day Iraq)</td><td>Egypt, Africa</td><td>Based around the Yellow River in central China Shang dynasty only controlled northern China</td><td>A fertile area that around the river basin of the River Indus which runs through Pakistan, modern day India and Afghanistan</td></tr></table>Traits of a successful civilisation:
- Water
- Agriculture
- Jobs
- Writing
- Social structure
- Culture
- Belief systems</td><td>https://www.youtube.com/watch?v=J2exRx5QMRU – traits of a civilisation</td></tr>
</table>

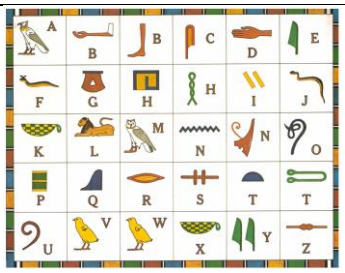
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RICH TASKS	Annotate key question to identify prior knowledge. Discuss the 4 early civilisations and locate them in an atlas. - Place these on our class map. Watch the video of traits of a civilisation and fill in table with why they make a successful civilisation	
2	Ancient Egyptian's believed that death was not the end but the beginning of another stage so the body needed to be preserved - Funerary practices spread from being exclusively for Pharaohs to anyone that could afford them. - Egyptians believed that a person was made up of different elements – the name, the body, the shadow and the ka and ba. The mummification process - It lasted for 70 days. - Wash the body in wine or oil - Remove organs (brain through the nose and then get rid of it) - Clean liver, lungs, intestines and stomach and put in 4 special Canopic jars - Put the heart back into the body - Fill and cover the body with Egyptian salt to get rid of the moisture and leave for 40 days to dry. - Remove salt and stuff the body with spices, rags and plants to keep its shape - Up to 375 meters of material were used to wrap the body. - Protective amulets were placed among the wrappings for maximum protection. - The most important was a scarab which was placed over the heart – as it was the seat of all intellect. - The mummy would be laid in a wooden coffin painted with protective texts ready for the afterlife.	https://www.youtube.com/watch?v=D1ToNThT0DY - mummification process mummification process statements to order comic strip template https://www.nms.ac.uk/media/1166631/mummification-class-activities-1.pdf - mummify an orange instructions

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RICH TASKS	Watch the video about the mummification process and order the mummification steps provided Children to create a set of instructions for how to mummify a person in the style of a comic strip (picture with instruction underneath) Mummify an orange in pairs – follow the instructions	
3	Ancient Egyptians believe that there was life after death - The final ordeal was judgement before Osiris and his tribunal of 42 gods known as the Assessors (judges of the dead). - The deceased would have to read from 'The Book of the Dead' confessing to all of their sins. - Their confession was confirmed to be true when their heart was weighed against the feather of 'Maat' on a pair of scales and their scarab amulet would speak the truth before Osiris. - If the deceased spoke the truth they would be admitted to the afterlife as a glowing spirit (akh). - If they had lied, the heart was thrown to a monster called 'Ammut' (the Gobbler).	https://www.youtube.com/watch?v=wbyM_lYKd7o – journey to the afterlife Ipad
RICH TASKS	Watch the video about the journey to the afterlife Pick out the key events and in groups create a freeze frame to represent this part of the journey. Put together for books – children to use this to tell their partner what happened in the afterlife.	
4	**The ancient Egyptians invented one of the earliest known writing systems** - The symbols they used were called hieroglyphs, - the ancient Egyptians believed that hieroglyphs had been invented by the gods. - The Rosetta stone was discovered in 1799 AD. It is a three-foot high stone containing hieroglyphs, everyday ancient	 Hieroglyphs

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	Egyptian language and a Greek translation. Since Greek was understood, the hieroglyphs could then be translated into modern European languages, so the Rosetta stone was the key to the hieroglyphic code. - the people who wrote hieroglyphs were called scribes who had to go to a special school because it was very complicated. - Hieroglyphs included around 700 different signs of objects and animals - Some signs were pictorial or symbolic and stood for whole words. Some signs were phonetic, which means they stood for sounds. Hieroglyphs inspired the first alphabets, including the Latin alphabet which we use today - Hieroglyphs could be written vertically, horizontally, left to right, or right to left! - The ancient Egyptians wrote the names of their gods and royal people in an oval shape called a cartouche. The oval shape represents a rope with special powers to ward off evil spirits and keep the name inside it safe. - The ancient Egyptians also used papyrus to write on	https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr#zws996f – information crack the code activity image of the Rosetta Stone QR codes for Rosetta stone information Ipads
RICH TASKS	Crack the code hieroglyphs activity and then create a message for a partner Children to create their own name in hieroglyphs Provide children with an image of the Rosetta stone - Using QR codes and ipads children to find out facts to annotate picture with	
5	Revision of key knowledge	
END OF UNIT OUTCOME	Children to create a double page spread showing the Ancient Egyptian's achievements in writing, preservation of bodies and their belief systems (afterlife) Model paragraph for each section Provide images for children to stick in	