



Overview of Ancient Civilisations

In-Depth Study of Ancient Egypt - KS2

Key Lines of Enquiry

Where and when did the earliest civilisations begin?

What were some of the significant achievements for the Ancient Egyptians?

Sticky Knowledge: (Substantive Knowledge)

I know that::

- A **civilisation** is a **society** with its own social organisation (written records, system of government) and culture (beliefs and customs)
- There are 4 civilisations which are believed to be the earliest:: Ancient Egypt ,Indus Valley , Sumer (Mesopotamia Modern Iraq) • Shang dynasty China.
- They are all situated in a similar position on the globe and located near to at least 1 river

I know that:

- We know a lot about Ancient Egypt because of the discoveries made by archaeologists such as Howard Carter
- Ancient Egypt began 3000 years BC and ended 30 BC when the Roman empire invaded
- Ancient Egypt was a **monarchy** ruled by a pharaoh.
- Ancient Egyptians developed a type of writing known as hieroglyphics. Scribe s were very important people who could read and write hieroglyphics.
- The River Nile was very important to Ancient Egypt for drinking water, farming and transport.
- Farming was based around the annual flooding of the Nile which made the land very fertile. and able to produce lots of crops. They developed **technology** such as the shaduf and irrigation to improve farming.
- Ancient Egyptians worshipped many gods (polytheism) . They believed in an afterlife . They mummified bodies to prepare them for the afterlife.
- Ancient Egyptians made special burial sites for pharaohs which changed over time (pyramids at Giza, tombs in Valley of Kings)
- **Key terms: civilisation, archeology, monarchy, dynasty, slavery, agriculture, technology, trade, hierarchy**

Connected Knowledge in History

Comparison of structure of society, writing system, beliefs and achievements with Maya Civilisation, Ancient Rome, Anglo Saxon Britain. Comparison of agricultural methods with Maya civilisation

Connected Knowledge in other subjects

Links to Geography:

Location: UK, continents, oceans , seas, equator, northern hemisphere, southern hemisphere, equator, lines of latitude

Human and Physical: climate, terrain, features of rivers including the River Nile, settlements. Growth of cities and mega cities next to rivers.

Mapping Skills: locating Ancient civilisations, locating River Nile

Links to Maths:

Timelines: bar modelling, scale, bar chart / line graphs

Links to Music

Learning about Akhenaten by Philip Glass—an opera about an Egyptian pharaoh.

Concepts (Disciplinary Knowledge)

Chronological Understanding
Cause and Consequence (situation ion globe/ temperate climate, location next to a river = right conditions for settlements to grow and flourish over time to become civilisations)
Significant events—discovery of Tutankhamuns's tomb
Historical enquiry –using artefacts from tombs as evidence
Similarity and difference, continuity and change (comparisons with other periods)
Historical interpretation: identifying primary and secondary sources; **reliability of evidence—Herodatus' statement about slaves building pyramids.**



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Links to National Curriculum for History: KS2

Aspect of National Curriculum for History covered in this unit: the achievements of the earliest civilisations – 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

Curriculum Aims:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key:

For this each History topic, the key knowledge to be taught to both Lower Key Stage 2 (Years 3 & 4) and Upper Key Stage 2 (Years 5 & 6) in written **black** type.

Additional key knowledge taught to Upper Key Stage 2 (Years 5 & 6) is written in **red** type.

History: Curriculum Intent—Key Knowledge

Background

The ancient Egyptian civilisation began **5,000** years ago when people started building villages next to the River Nile in **north-east Africa**. It lasted for around **3,000** years. The history of Ancient Egypt is usually broken into three periods of time, or three kingdoms: the Old, Middle and New kingdoms. During these three kingdoms, the lands were ruled by a sequence of Pharaohs, including several who we know a great deal about. The objects retrieved from the pyramids by archeologists mean that we have lots of evidence about the lives of rich and powerful people, as well as some about the poorer sections of Egyptian life.

All dates below are approximate
Old Kingdom: 2600 BC/BCE - 2100 BCE
Middle Kingdom: 2000 BC/BCE - 1650 BCE
New Kingdom: 1540 BC/BCE - 1075 BCE
7500 BC/BCE First settlers in Nile valley
3500 BC/BCE First use of hieroglyphic symbols
3100 BC/BCE Narmer unites regions of Lower and Upper Egypt.
2650 BC/BCE First step pyramid built
2550 BC/BCE Pyramids at Giza built
2335 BC/BCE Pyramid texts written (magical spells to protect pharaohs)
1472 BC/BCE Hatshepsut becomes caretaker ruler. (Later declares herself pharaoh)
1336 BC/BCE Tutankhamun becomes pharaoh
1279 BC/BCE Rameses II becomes pharaoh
332 BC/BCE Alexander the Great conquers Egypt
196 BC/BCE Rosetta stone carved
30 BC/BCE Egypt becomes a Roman Province after the death of Cleopatra
1922 AD/CE Howard Carter discovers Tutankhamun's tomb

Key People

Hatshepsut – first and longest-reigning female pharaoh
Howard Carter – archeologist and Egyptologist who discovered the tomb of Tutankhamun
Khufu – pharaoh responsible for the building of the Great Pyramid at Giza
Narmer – said to be the first pharaoh of all Egypt, around 3150 BCE. Also known as warrior Menes.
Ramses II-often known as Ramses the Great, his mummy still rests in Cairo's Egyptian Museum
Tutankhamun-youngest pharaoh, famed for his burial tomb in the Valley of the Kings

Key Themes and Terms which run through our curriculum

Archeology / archeologist – the study of history by digging in different historic sites and studying what is found/ someone who digs up the remains of old societies
Civilisation – a human society with its own social organisation (written records, system of government) and culture..
Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society
Dynasty- a period of rule when a series of kings, queens or pharaohs all come from the same family.
Hierarchy- the different ranks, or power structures, in a society or organisation.
Monarch, monarchy – a monarch is the king or queen. A monarchy is a country ruled by a monarch
Slavery, slaves- a system where people are owned by other people, with no rights, and are made to work very hard for no pay
Society – people living together in organised communities
Technology- inventions and methods for solving practical problems.
Trade - is the activity of buying, selling, or exchanging goods or services between people, businesses, or countries.

Key Places and buildings

Giza- the modern day name of the place in Egypt where the pyramids were built
Luxor- city in modern day Egypt, on the site of the ancient city of Thebes, the capital city of the pharaohs when they were at the height of their power. There are the remains of important Egyptian buildings at Luxor, including the Luxor Temple and Karnak Temple. The Valley of the Kings is nearby.
Mortuary Temple of Hatshepsut – temple built on three levels dedicated to Hatshepsut, the first and longest serving female pharaoh
The Nile Delta-an area of flat land where a river divides into smaller rivers before flowing into the sea. The Nile delta is in Northern Egypt
River Nile- longest river in Africa. Starts in Ethiopia, flowing through other countries until gets to Egypt, ending in the Mediterranean Sea
The Sphinx.- a mythical creature, body of lion, head of human; a giant statue of a sphinx can be found
Temple of Horus- the most completely preserved of all the Egyptian temples
Valley of the kings- valley in Egypt where tombs were carved out of the rocks for pharaohs and other important Egyptians

Curriculum Intent: Key Line of Enquiry

Where and when did the earliest civilisations begin?

<p>1. What is a civilisation?</p>	<p>2. What does a civilisation need to grow and succeed?</p>
<p>We will learn :</p> <ul style="list-style-type: none"> • What a civilisation is • That there are 4 civilisations which are believed to be the earliest: Ancient Egypt , Indus valley , Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. • When they began (place on a time line) • Where they began: Year 5 and Year 6— compare all early civilisations on a time line plus other periods studied 	<p>We will learn:</p> <ul style="list-style-type: none"> • What the location of the earliest civilisations have in common (they are all situated in a similar position on the globe located to at least 1 river) Link to Geography: northern hemisphere, southern hemisphere, equator, not too hot or too cold • What the location of the earliest civilisations have in common (they are all situated in a similar position on the globe located to at least 1 river) Link to Geography: middle lines of latitude, temperate climate , distinct seasons • Why rivers were important: (drinking water, fertile floodplains for agriculture, transport) • Explain why these conditions enabled civilisations to grow and succeed; rivers and climate helped settlements to become established. Population grew because enough food could be produced to feed the people. Systems of government became established so people could live together by the same rules. Beliefs, art, music were shared by people. Forms of writing were created for communication and keeping records.
<p>Key Themes and Terms</p>	
<p>Civilisation – a human society with its own social organisation (written records, system of government) and culture..</p> <p>Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society</p>	
<p>Historical Concepts:</p>	
<p>Chronological Understanding Cause and Consequence (situation on globe/ temperate climate, location next to a river = right conditions for settlements to grow and flourish over time to become civilisations) Significant events</p>	

Curriculum Intent: Key Line of Enquiry

What were the some of the significant achievements of the Ancient Egyptians?

3. Who were the Ancient Egyptians?	4. What was everyday life like for the Ancient Egyptians?	5. What was the Importance of the River Nile in the achievements of the Ancient Egyptians?
<p>We will learn about:</p> <ul style="list-style-type: none"> When and where the Ancient Egyptians lived, including geographical features such as climate and terrain.. Links to Geography: UK, continents, oceans , seas, equator, climate. Locate key periods and events on timeline with support Place and order key events on a time line How we know about the Ancient Egyptian Civilisation – sources / archeology etc Compare with archaeologists who discovered other ancient remains 	<p>We will learn about:</p> <ul style="list-style-type: none"> Structure of Ancient Egyptian Society—hierarchy Compare the structure with other societies studied The life of a Pharaoh— using evidence from primary and secondary sources. Finding reliable sources of evidence. The role of the scribe and hieroglyphics 	<p>We will learn about:</p> <ul style="list-style-type: none"> The importance of the River Nile to the Ancient Egyptians achievements in farming, and trading. How farming was based around the annual flooding of the River Nile The three seasons Akhet, Peret and Shemu. <p>Akhet – The season of the year when the Nile river flooded Peret – the season when the flood waters went down and planting took place Shemu- the season when harvesting took place.</p> <ul style="list-style-type: none"> Farming methods – basin irrigation and invention of tools like the shaduf (a tool for supplying water to crops) Compare with the achievements in farming arming with the Maya civilisation
Key Themes and Terms	Key Themes and Terms	Key Themes and Terms
<p>Archeologist – Someone who digs up the remains of old societies</p> <p>Civilisation - a human society with its own social organisation and culture</p> <p>Egyptologist - someone who studies the language, history, and culture of ancient Egypt.</p>	<p>Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society</p> <p>Dynasty – A period of rule when a series of kings, queens or pharaohs all came from the same family</p> <p>Hierarchy- the different ranks, or power structures, in a society or organisation</p> <p>Monarch, monarchy – a monarch is the king or queen. The name for an Egyptian monarch is a pharaoh. A monarchy is a country ruled by a monarch</p> <p>Society – people living together in organised communities</p> <p>Slavery, slaves- a system where people are owned by other people, with no rights, and are made to work very hard for no pay</p> <p>Hierarchy- the different ranks, or power structures, in a society or organisation.</p>	<p>Technology- inventions and methods for solving practical problems</p> <p>Trade - is the activity of buying, selling, or exchanging goods or services between people, businesses, or countries</p>
Historical Concepts	Historical Concepts:	Historical Concepts:
<p>Chronology Historical enquiry</p>	<p>Historical enquiry Similarity and Difference Significant people</p>	<p>Similarity and Difference Conitnuity and Change</p>

Curriculum Intent: Key Line of Enquiry

What were the some of the significant achievements of the Ancient Egyptians?

<p>6. What role did religion play in the lives of the Ancient Egyptians?</p>	<p>7. Answering our enquiry question: what were some of the significant achievements of the Ancient Egyptians?</p>
<p>We will learn about:</p> <ul style="list-style-type: none"> • Different gods and their roles in the lives of Ancient Egyptians • Similarities with religions of other Ancient Civilisations such as the Maya., Ancient Rome , Anglo Saxons etc • Belief in the afterlife • Why the Egyptians made mummies • The difference between burials for rich and poor Ancient Egyptians • Where mummies were buried (the change over time from pyramids to tombs) • Who built the pyramids—interpreting evidence • Comparisons with other contemporary societies 	<p>We will learn about:</p> <ul style="list-style-type: none"> • The end of the Ancient Egyptian civilisation • Revisit the major achievements with a focus on agriculture and religion and system writing • Summarise the achievements and link to these areas (technological, scientific, cultural, economic, etc) • Compare with other civilisations
<p>Key vocabulary</p>	<p>Key vocabulary</p>
<p>Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society Technology- inventions and methods for solving practical problems. Slavery, slaves- a system where people are owned by other people, with no rights, and are made to work very hard for no pay</p>	<p>Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society Technology- inventions and methods for solving practical problems.</p>
<p>Historical Concepts</p>	<p>Historical Concepts</p>
<p>Similarity / difference Continuity / change Cause and Consequence Historical Interpretation</p>	<p>Similarity / difference Continuity / change Cause and Consequence Significant people and events</p>