

## History Knowledge planner Year 3 - *building a rich web of powerful knowledge*

### Year 3 History: Ancient Egyptians: What was life like in Ancient Egypt? (Terms 5-6)

<p><b>Prior learning-</b> establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.</p> <p>Know that we find out about the past from sources and name some ways in which the past can be represented including in talking about history topics from KS1</p> <p>In discussion identify some similarities and differences recalled about time periods studied in KS1 and earlier year 3 topic from Stone Age to Iron Age</p>			
<p><b>National Curriculum Links</b></p> <p>continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one Ancient Egypt; identify similarities and differences between ways of life in different periods: Comparing Stone Age, Iron Age in Britain with Egypt .</p> <p>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>			
<p><b>Big ideas/concepts</b></p> <p><b>Social hierarchy/ power</b></p> <p><b>Life as an individual - including the role of women and what it was like to be a child then</b></p> <p><b>Beliefs</b></p> <p><b>Rituals</b></p> <p><b>Civilisation</b></p> <p><b>Change</b></p>	<p><b>Key question/s</b></p> <p>Who were the Ancient Egyptians?</p> <p>How do we know about them? How reliable are these sources?</p> <p>What were their beliefs?</p> <p>What were their main achievements?</p> <p>What impact did they have?</p> <p>What might it have been like to have lived then? How would this be different depending on your position in society? Which position would you like to be and why?</p> <p>How were they different from others? (Stone Age/Iron Age)</p>	<p><b>Vocabulary (including etymology?)</b></p> <p>Society</p> <p>Civilisation</p> <p>Archaeology <small>from modern Latin <i>archaeologia</i>, from Greek <i>arkhaiologia</i> 'ancient history', from <i>arkhaios</i> 'ancient'.</small></p> <p>Ancient</p> <p>Hierarchy</p> <p>Ritual</p> <p>Pharaoh</p> <p>Pyramid</p> <p>Egypt</p> <p>Historian</p> <p>Tomb</p> <p>Belief</p> <p>Position</p> <p>River Nile</p> <p>Fertile</p>	<p>Technical vocab related to mummification and weighing of the heart e.g. Canopic jars, mummification, ceremony, heart</p> <p>Embalm, embalming</p> <p>Y3 stat. spellings: believe, woman, women, build, calendar, century, certain, different, consider, experience, famous, favourite, fruit, guard, heart, height, history, imagine, important, knowledge, learn, material, medicine, often, ordinary, popular, position, possess, possession, reign, special, strength, thought,</p>

	How were they/was life different then from now?	Irrigate/irrigation Desert People Population Figures Typical afterlife	weight, various
<b>Links to modern day/ relevance</b>  <b>Should artefacts in museums be returned?</b>  <b>Visits/experiences</b> <b>Egyptian workshop at museum</b>	<b>Other curriculum areas with rich links to concepts or content?</b>  Philosophy - Slavery/hierarchy - ethics of unearthing tombs and sacred artefacts.  RE - Why do people believe in God/Gods?  Science - Light (Ra the Sun God)  Art and design - Death Masks  Cookery - flatbreads  English- myths	<b>Important figures/quotes-</b> Amelia Edwards (Egyptologist) Cleopatra Tutankhamun  <b>Books/stories</b> There's a pharaoh in the bath (Jeremy Strong)	
<b>Plans - content, what we will teach and how we will teach it</b>  <ul style="list-style-type: none"> <li>• Start with a review of the Stone Age Boy (pic book) - provide context of history in Britain. Innovation and technology, how an invention changed society (link/contrast with changes electricity brought?)</li> <li>• Analyse and evaluate sources (primary and secondary)</li> <li>• Explore archaeology</li> <li>• Stories</li> <li>• Visit to Bristol museum Egyptian workshop</li> <li>• Ancient Egyptian Day - parents invited in for singing/see costumes and exhibition of death masks/portraits.</li> </ul>			

<b>NB consider how/if we integrate elements from the document</b> 'Historical knowledge, skills, processes and understanding progression'	
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