



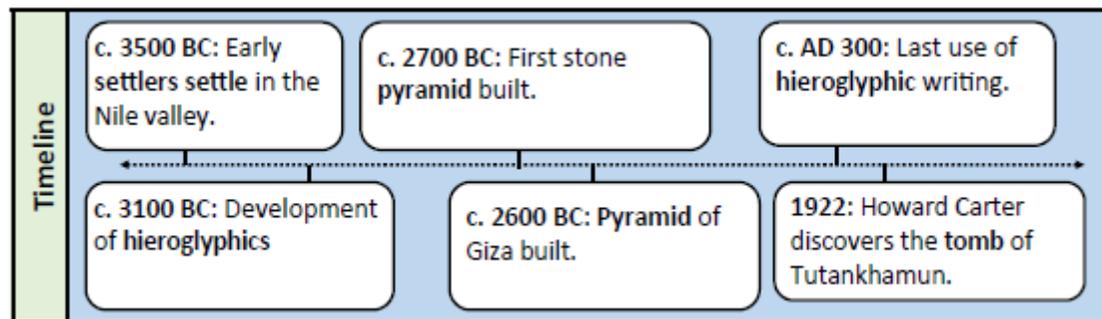
Year 3 History Overview

Ancient Egypt

Why was the River Nile so important to Ancient Egypt?

Introduction

This unit will focus on the role of the River Nile, the origin of settlements around it and in developing belief systems as well as agriculture. Pupils will understand the significance of the Nile and the importance of it for trade. They will learn how the power structures were linked to the geography of Egypt and how they were sustained through art, writing and belief structures.



Year 3: Ancient Egypt

What children should already know:	Vocabulary		Historical Skills and Enquiry
<ul style="list-style-type: none"> Life existed before grandparents were born. Our school was built in 1877 when Victoria was queen. Some key events in the last 400 years. The characteristic features of the Stone, Bronze and Iron Age. 	<ul style="list-style-type: none"> Civilisation Ancient Pyramid Hieroglyphs Archaeologist Afterlife Deity deben Hierarchy Papyrus Pharaoh 	<ul style="list-style-type: none"> Sarcophagus Tomb Fertile Irrigation Trade Preserve Artefacts Famine Drought Shaduf delta 	<p>Change and Continuity.</p> <ul style="list-style-type: none"> Select and combine information from different sources. Understand that the past is represented and interpreted in different ways. Describe characteristic features of past societies and identify changes within periods. Know some events have been interpreted in different ways and suggest reasons for this. Understand how evidence s used to make historical claims.
By the end of this unit, children will know:	National Curriculum Link		Images
<ul style="list-style-type: none"> The Ancient Egyptian civilisation could not have existed without the River Nile. The civilisation began about 5000 years ago, approximately 3000 BC during the Stone Age in Britain.. The River Nile provided water, food, materials and fertile land. It was also a means to travel. The Ancient Egyptians used a pictorial writing system known as hieroglyphs. They worshipped their pharaoh as a god-king and the River Nile as a god. They had many gods and believed in the after-life. 	<ul style="list-style-type: none"> Pupils should learn about the achievements of the earliest civilisations-an overview of where and when the civilisations appeared and a depth study of one of them. 		 

Prior reading for teachers

<https://carnegiemnh.org/egypt-and-the-nile/>

Unit Overview (6 weeks)

<u>Key Questions</u>	<u>Pupils will learn:</u>	<u>Activities:</u>	<u>Resources</u>
<p>What do we already know about the Ancient Egyptian civilisation? What was happening in Britain during this time?</p>	<ul style="list-style-type: none"> • Where Egypt is on map. • The civilisation began 5000 years ago. 	<p>Who has been to Egypt before? What was it like? What is the weather like? What is the land like? Can you find Egypt in the atlas? Which continent is it in? What does ancient mean? What do you know already about Ancient Egypt? What would you like to find out? Pupils complete a double page spread in jotters, drawing and writing in one colour what they know already and in another, what they want to find out.</p> <p>Use the class timeline to establish that the Ancient Egyptian civilisation began in 3000BC. This was the same time as the Stone Age in Britain.</p> <p>Finally, watch BBC Bitesize: 'who were the Ancient Egyptians' video.</p>	<p>Atlases Egyptian pictures to go on timeline. Powerpoint page 1</p>
<p>Why was the River Nile so important to the ancient Egyptians?</p>	<ul style="list-style-type: none"> • The Nile provided everything the Ancient Egyptians needed for daily life. • There were 3 seasons: flooding, growing and harvesting. • The thick mud that was left was perfect for planting crops. 	<p>What would the Ancient Egyptians need for them to be able to stay in one place? Establish they would need to be able to grow crops and farm. They would need a water source. Look at the image of the Nile from space and read the information about the Nile on the powerpoint. (slides 2-8)</p> <p>Watch BBC Teach: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmjsg</p> <p>Task: stick the map of the Nile from slide 9 into jotters. Children copy and complete the slide.</p>	<p>Atlas Powerpoint slides 2-9 BBC Teach</p>
<p>How did the Ancient Egyptians farm their land?</p>	<ul style="list-style-type: none"> • The Ancient Egyptians called the Nile 'Ar' which meant black. • A shaduf is a simple machine that can move large amounts of water. It works like a crane. • They dug channels and walls to divert and contain flooding. This is called irrigation. 	<p>Re-watch the BBC Teach animation, telling the children to pay close attention to how the Ancient Egyptians farmed their land.</p> <p>Slides 10:13 what does this painting show? Why was the shaduf so important? What is irrigation? What happened in a drought?</p> <p>Watch the video on BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zfhbbqt</p> <p>. Complete the quiz.</p> <p>Children write the key question in their jotters. They then draw a diagram of the seasons, copying from slide 11. They must describe each season, e.g. Akhet is the flooding season. Peret is when the farmers planted crops in the thick mud. Shemu was the harvest.</p>	

		Next, reduce and print slide 12 for children to stick in jotters. They must write about the shaduf and how it worked underneath.	
How did the Ancient Egyptians travel and trade?	<ul style="list-style-type: none"> • The Nile played an important role in trade. • The river was such a key source of travel that there is no record of Egyptian roads. • They developed many different kinds of boats over time. 	<p>Slides 14-21.</p> <p>Slide 14: read the key question on slide 14. Tell children that today they will be thinking about why the Nile was the quickest way to travel and trade (the rest of Egypt is desert. The Nile stretched the length of Egypt). Slide 15: what does the word trade mean? What does import mean? What does export mean? Why is importing goods necessary? What kind of things did they import and export?</p> <p>Slides 16-21: Read through the slides, drawing out that as time went on, the design of boats changed and that instead of using money, they used deben to trade with.</p> <p>Sum up by reading slide 20 and present the task on slide 21..</p>	
How else did the Nile shape the Ancient Egyptian civilisation?	<ul style="list-style-type: none"> • The mud from the river was used to build pyramids and statues. • Anubis was the god of the dead. • Archaeologists have found out about Ancient Egyptians through interpreting artefacts. • Only rich people were mummified. 	<p>Recap on previous learning and introduce new learning about other ways in which the Nile is important by watching https://www.youtube.com/watch?v=2La1arPF84o</p> <p>Use slides 22 and 23 to reinforce.</p> <p>How do you think we have found out about the importance of the River Nile to the Ancient Egyptians? Read the question on slide 24. Take children's ideas and write around the question.</p> <p>Slide 25: Discuss the model and the meaning of a tomb. We can find lots of information about Ancient Egypt from the burial tombs of people who have died. Paintings, statues, models and writing can tell us about how Ancient Egyptians lived and what they believed in. Slide 26: discuss the work of archaeologists and what children can see in the images. Slides 27 and 28: refer back to the importance of boats and read through slides 29-36. Slide 37: children must draw the 6 stages of mummification.</p>	

<p>Why was the River Nile so important to the Ancient Egyptians? (short assessment task)</p>		<p>Children copy this question in their jotters. They must then answer it using the information they have learned in the unit. They can draw and write, and present it in any way they see fit. Write key words on the board that children may want to use-trade, transport, pyramids, soil, flood etc.</p>	
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