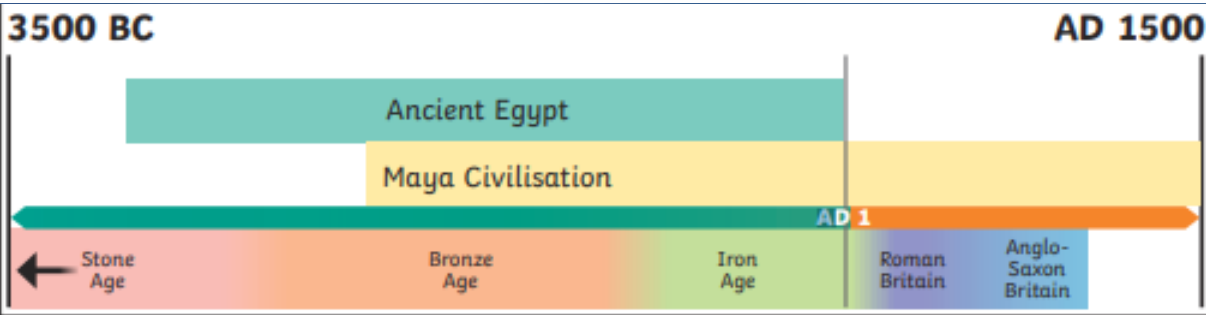


The Egyptians believed in over 100 gods and goddesses - they even borrowed some from their neighbours! Many stayed popular for thousands of years. Some gods were shown with heads or bodies of animals, and most wore a special symbol on their heads to show who they were. Gods and Goddesses were

Ancient Egyptian Gods and Goddesses	
<b>Horus</b>	God of the sky. The ancient Egyptians believed that a pharaoh was a god-like living version of Horus.
<b>Thoth</b>	God of Wisdom. He is believed to have invented hieroglyphics and kept a record of all knowledge.
<b>Ma'at</b>	Goddess of truth. Pharaohs promised to follow Ma'at and be fair and honest.
<b>Osiris</b>	God of the dead.
<b>Anubis</b>	God of mummification. He weighed the hearts of the dead against Ma'at's feather. If the heart was lighter, the person could pass to the afterlife.



**Mummification**

After death, pharaohs of Egypt were usually mummified and buried in elaborate tombs. The steps to mummifying a body were:

1. Wash the body
2. Remove brain
3. Remove the organs
4. Place organs in canopic jars
5. Keep the heart
6. Dry out the body
7. Pack the body
8. Wrap the body

**Hieroglyphics**

Hieroglyphics was used for writing in Ancient Egypt, and scribes wrote on papyrus. Papyrus was a thick type of paper made from reeds that grew along the Nile. Scribes were mostly men who went to a special school to learn how to write. Scribes wrote using hieroglyphics. Hieroglyphics were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.

**The Ancient Egyptian Empire**

In c.3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30BC when the Romans took over.

**A Pharaoh's Death**

The ancient Egyptians built the pyramids as resting places for the pharaohs. When a pharaoh died, priests would prepare their bodies with a process called mummification. The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.



**The Nile**

Life revolved around the Nile. Every year, it flooded and left behind black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. The Nile was used for fishing water and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper. Most people lived along and around the Nile. This is still true in Egypt today.

**Tutankhamun**

Tutankhamun was a pharaoh known more recently as the 'boy king' because he became pharaoh when he was 9-years old.

Howard Carter was a British archaeologist who discovered the tomb of Tutankhamun in 1922. It is thought that Tutankhamun wasn't an especially important king, however, the discovery let archaeologists record what an Egyptian King's tomb looked like and learn more about ancient Egypt.



Tutankhamun's death mask

**Did you know...?**

The Rosetta Stone was discovered in 1799. It was written in hieroglyphics and two other languages, including ancient Greek, which language experts could still read. They translated the hieroglyphics by comparing the languages. It took 20 years to translate all of the text into modern language.

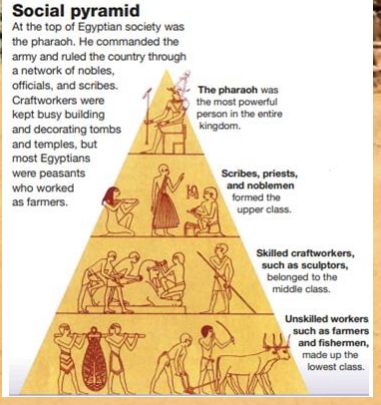
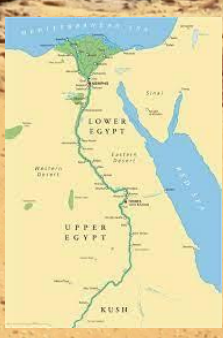
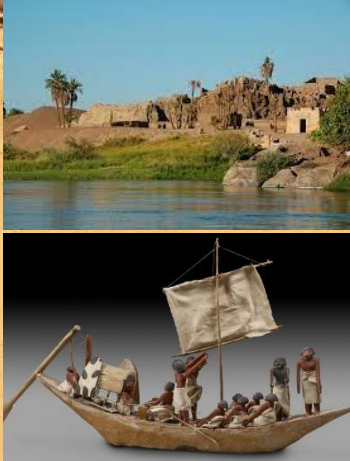
**Daily Life**

The common people of ancient Egypt worked as farmers or craft workers, playing music and board games in their spare time. They usually wore linen clothes and make-up made from minerals.

Common jobs were:  
Carpenters Builders Farmers Hunters

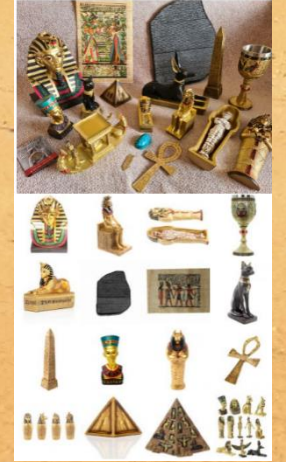
The Egyptians lived where the land was sheltered on all side. The Mediterranean Sea was to the north, the desert was to the east and west and there were rocky sections of the Nile to the south.

Every aspect of life in Egypt depended on the river Nile. It provided food and resources, land for agriculture, a means of travel and it was critical in the transportation of materials for building projects.



**Egyptian Artefacts**

Artefacts are objects made from humans, often from an era long ago. They are often found in the ground by archaeologists and tell us lots about how people used to live. Historians use artefacts like a detective uses evidence to work out what happened.





# Ancient Egyptians - Year 6

## What you have learnt already in year 5:

### Chronological understanding:

I have learnt to have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline.

I have learnt to draw my own timeline, generally producing accurate intervals and adding to it as I learn about new periods of history.

I have learnt to compare historical periods, identifying similarities between them.

I have learnt to identify trends over time.

### Vocabulary:

I have learnt to remember and use names and words from the areas I have studied in Year 5 as well as remembering some names and words from previous study.

I have learnt to use words and phrases to indicate time, talking about decades, centuries, millennium etc.

I have learnt to understand some words related to history in general, as well as periods of history e.g. empire, parliament, civilisation etc.

### Questioning:

I have learnt to question to develop my understanding and also ask questions about what people have said.

I have learnt to challenge sources of information.

I have learnt to make purposeful selections about information I wish to include in responses.

I have learnt to organise information purposefully when responding to or asking questions.

### Knowledge:

I have learnt to remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study.

I have learnt to build my understanding of how our knowledge of history is developed, identifying how a range of sources build up my knowledge and understanding.

I have learnt to access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

### Opportunities for teaching diversity, equality and expanding cultural capital:

- A visit to a local museum.
- Invite a visitor into school such as Mr Egypt.
- A virtual lesson about Ancient Egypt.
- Comparing and considering their beliefs

### Key Historical Concepts:

- Chronology Empire
- Civilisation
- Wider World History
- Continuity and Change
- Cause and Consequence
- Similarity/difference/significance
- Local history
- Culture
- Economy
- Governance
- vocabulary

## What you will learn by the end of this unit:

I will learn about the chronology of ancient Egypt and place it accurately on a world timeline.

I will be able to identify Africa and Egypt on a map and describe its climate.

I will learn in detail about what daily life was like in ancient Egypt.

I will understand in detail what was important to ancient Egyptians and how they lived.

I will learn about the River Nile and why it was crucial to life for the ancient Egyptians.

I will learn about the ritual of mummification, who was mummified and why it was important.

I will learn about Egyptian Gods and Goddesses, what they look like, the responsibilities they have and why they are important.

I will learn about Egyptian artefacts.

I will learn about Tutankhamun, who discovered him and the significance of that discovery.

I will learn about the Valley of the Kings.

I will learn about the stages of the Afterlife.

### Key Skills:

**Evaluate and create:** I will be able to evaluate what I have learnt about different ancient civilisations and use these to create pieces of work that are well thought out and balanced.

**Outline ideas/practices** - I will outline ideas and practices of different ancient civilisations in a range of different ways and methods.

**Link different viewpoints** - I will be able to use my ever-growing knowledge of historical periods to link different viewpoints to the different ancient civilisations and how they have influenced later periods of time.

**Explain** - I will be able to confidently and clearly explain my ideas, what I have learnt and my views of ancient Egypt.

**Recognise impact** - I will use the knowledge I have gained to recognise the impact ancient Egypt has had on many different factors of society today.

**Express own ideas** - I will express my own ideas thoughtfully and respectfully when talking about different subjects surrounding ancient Egypt.

**Apply ideas thoughtfully** - I will be able to express my own ideas thoughtfully into group discussions and expand when needed to further my own and others learning.

**Investigate** - I will be able to use investigate methods to research concepts, ideas and different topics in ancient Egypt.

### Skills and knowledge I may use from other subjects:

Geography: I will be able to use my map skills to locate and identify Egypt on a map, including naming the continent and describing the physical properties of the country.

Maths: To help me work out how long-ago events happened and order them.

Literacy: I can use my reading and comprehension skills to further my knowledge of ancient civilisations.

Art: to create a piece of replica art or artefacts from ancient Egypt.

RE: Use my knowledge of religion to compare beliefs and contrast those to my own.

D&T: I can use my knowledge of food to compare food and cooking style from Ancient Egypt to now. I can use pottery and clay skills to create artefact replicas.

Music: To take part in improvised performances using replica musical instruments.

## What you will learn by the end of this Key stage:

By the end of this key stage, you will have a secure understanding of the ancient civilisation, Ancient Egypt. You will be able to identify various artefacts, describe their importance and why they are significant. You will be able to explain in detail about how the ancient Egyptians lived, what daily life was like, their jobs and what was important to them. You will understand why the River Nile was paramount to their survival. You will have a deep understanding about the ancient ritual of mummification, including the steps required, who and why people were mummified. You will learn all about the Howard Carter and how he discovered Tutankhamun. You will be able to explain why this discovery was so important as well as describe the various things that were found in the tomb. You will be able to recognise Egyptian Gods and Goddesses and explain their roles and responsibilities. You will understand ancient Egyptian's beliefs about the Afterlife.

### Key Vocabulary:

**Africa** - the second largest continent on earth

**Agriculture** - the act of raising crops and farm animals

**Ancient** - relating to times a very long time ago

**Archaeologist** - A scientist who studies past human life and culture

**Artefacts** - an object made by human beings, often from an earlier era

**Carpenter** - A person who builds and repairs houses and other things made out of wood

**Chronological** - to put events into the order in which it happened

**Civilisation** - the culture of a particular society that has reached an advanced level

**Develop** - a significant change or improvement

**Egypt** - the country on the continent of Africa where the ancient Egyptian civilisation was created

**Hieroglyphics** - A system of writing that consists of pictures and symbols instead of letters

**Irrigation** - A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach

**Mummification** - the process of turning a dead body into a mummy using special chemicals and wrapping it tightly in cloth to preserve the body

**Pharaoh** - A ruler of ancient Egypt

**Responsibilities** - something for which a person is responsible for

**Ritual** - a set form for going through the steps of a religious ceremony

**Tomb** - A sealed room where a person was placed after death

**Trade** - The act of exchanging or buying and selling goods