

Ancient Egypt

Historical Aims

- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilisation'.
- Understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and frame historically-valid questions.

National Curriculum Objectives

Intended Knowledge

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| <ul style="list-style-type: none"> • The achievement of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. | <ul style="list-style-type: none"> • Timeline of Ancient Egypt <ul style="list-style-type: none"> - 6000 BC people settle near the River Nile - 5000 BC first farming takes place with cattle - 3000 BC first mud buildings built - 2500 BC Great Sphinx and Pyramid built - 1500 BC Valley of the Kings built - 1337 BC Tutankhamun becomes emperor - 1292 BC Rameses I becomes emperor - 525 BC Persians invade and rule Egypt - 332 BC Alexander the Great invades and rules - 30 BC Romans control Egypt - 30 BC death of Cleopatra and fall of empire • The achievement of building the pyramids, Sphinx and temples including Valley of the Kings • The use of slaves in Egypt, who were slaves, who had slaves and the different things slaves were made to do. • What the pyramids were used for and who by (burial for Pharaohs, temples to worship the Gods: Ra, Osiris, Horus, Mut, Anubis) • The story of mummification, the reasoning behind it and the process, including canopic jars and which organs were kept and why. • The importance of the Sarcophagus and what it symbolised as well as what was written on it and why. • The significance of hieroglyphics • The afterlife and religious beliefs |
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Vocabulary

Concepts

Vocabulary

Empire, Civilisation,

Sarcophagus, Hieroglyphics, Mummification, Pharaoh, Sphinx, Rosetta Stone, Tutankhamun, Pyramid

Texts/books linked to this unit of work

Mummies: 100 Things You Should Know by John Malam

Pyramids: 100 Facts by John Malam

Ancient Egypt: 100 Facts by Belinda Gallagher

Awful Egyptians: Horrible History by Terry Doary

The Stone Age to Iron Age

Historical Aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

National Curriculum Objectives

Intended Knowledge

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)
This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- Timeline
 - 6000BC - Britain becomes an island.
 - 4200-3000BC - First evidence of farming from people of Europe. The New Stone Age begins.
 - 3180BC - Skara Brae built.
 - 2100BC - Bronze Age began.
 - 2000BC - Stonehenge completed.
 - 1200BC - Small villages were first formed.
 - 750BC - Iron Ages began.
 - 500BC - The Celtic people arrive from central Europe.
 - 43AD - The iron ages with the invasion of the Roman Empire.
- Start of the New Stone Age (Neolithic Period).
 - This is the time that farming began, pottery was developed and villages were built.
 - The Stone Age is so called because the earliest humans used stone to make tools with a sharp edge or point.
 - Stone was the material predominantly used for tools throughout the Stone Age.
 - People wore animal skins to keep them warm, sewn together using bone needles.
 - Animals were the main source of food.
 - Symbols have been found alongside cave paintings in Europe, used repeatedly in the same clusters in different caves. This suggests that symbols were used as a method of communication.
- Skara Brae is an archaeological site showing the remains of a Neolithic village.
 - Skara Brae is important because it dates back to a time of major change during this period, when people were beginning to settle on farms instead of roaming around as hunter-gatherers.
 - The village of Skara Brae was discovered almost by accident during a powerful storm in 1850.
 - Skara Brae was found on the Orkney Islands off the north of Scotland.
- Bronze Age
 - The Bronze Age in Britain lasted around 1500 years.
 - The Bronze Age was called the Bronze Age because humans started making tools from bronze.

- Bronze was an alloy made from copper and tin.
- Bronze can easily be melted and poured into moulds to make different things like weapons or tools.
- Bronze is not a natural material like stone but instead it had to be made. The process of making bronze, was called 'smelting'.
- People no longer used one dwelling for everything.
- The wetter weather forced people to move from the hills, which were easier to defend, and into the valleys where it was easier to grow food and find shelter.
- By the Bronze Age wool was being woven into sheets of fabric and used to make clothes.

- Stonehenge

- Stonehenge is a monument that has survived from prehistoric times.
- Stonehenge can be found in English county of Wiltshire.
- The monument is made up of large stones arranged in a circular shape.
- Different types of stones suggest that different parts of Stonehenge were added to at different times in history.
- The shaping and cutting of the stones were done by hand using hammers and chisels.
- Stones would float down the river and be pulled up using men, ropes and oxen.
- There were three phases to building Stonehenge.
- There are many different theories behind why Stonehenge was built.

- Iron Age

- A new age began when iron replaced bronze as the main metal for tools and weaponry.
- During the Iron Age, life in Britain changed a lot and many people lived in tribes that were often at war with each other.
- Iron Age people (sometimes called Celts) built hillforts for themselves where they could live and farm.
- Iron Age swords and jewellery have been found in lakes, bogs and pits where they were left as religious gifts.
- Animal and human bones have also been discovered, which means that people and animals must have been killed at religious meetings.
- Iron (metal) was important to making strong, powerful weapons.
- Iron armour, helmets and shields were far stronger than bronze ones, so soldiers wearing iron armour often won their battles
- Metal ploughs were used so that people could collect and grow more crops. This was a time when new crops started being farmed, like wheat, barley, peas, flax and bean.
- Iron Age brooches were often based on animals or mythical creatures, included circles, swirls, spirals crosses or knots. They were often symmetrical.

- The Celts

- Arrival of the Celts from Europe and how they fought against people of Britain and other Celtic tribes.
- The Iron Age Celts lived in Britain and Ireland from 750BC until 43AD.
- Celts were part of tribes (different groups), and each tribe had their own king or queen. This meant there was a lot of fighting between neighbouring tribes.
- Although there were many different groups, they spoke similar languages and shared common religious beliefs.

- The Stone Age ends with the arrival of the Roman empire.
- The Romans put an end to Celt rule by invading Britain. They came from Italy and invaded in search of treasure, wealth and land. They were orderly and disciplined and the Celts were not. This meant it was relatively easy for the Romans to invade and rule Britain.

Vocabulary

Concepts

Trade
Change

Vocabulary

bronze, iron, Stonehenge, Skara Brae, Celt, bone marrow, Neolithic period, hillforts, tribal kingdom