

Year 3: How did the Ancient Egyptians honor their Pharaohs in life and death?

NC reference: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

Objectives:

- Be able to locate Egypt in time and place
- Be able to understand that Ancient Egypt had a social hierarchy
- Be able to understand that Pharaohs were buried in pyramids after they had been mummified
- Be able to understand that the Ancient Egyptians believed in many gods and the afterlife
- Be able to recognize that the pyramids were built as monuments to the dead Pharaohs
- Be able to recognize the significance of Howard Carter discovering Tutankhamun's tomb

Key Factual Learning:

- ✓ Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world. It lasted for over 3000 years from 3150 BC to 30 BC. The civilization of ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of ancient Egypt's wealth.
- ✓ Life in the Ancient Egyptian times was different for people depending on which group they belonged to. This is called a social status or **hierarchy**. Pharaohs were the kings or queens of ancient Egypt. They were the most powerful and rich people, who decided everything about the way the country was run. Important Pharaohs included Cleopatra, Tutankhamun, Khufu and Hatshepsut
- ✓ The Ancient Egyptians believed in many Gods. Some of these included: Osiris, Ra and Anubis. Pharaohs wanted to please these gods to ensure they made it to the afterlife.
- ✓ Because of their importance, Pharaohs were buried in pyramids and tombs after their death. They were considered gods in human form. They often had their bodies preserved for a journey as they believed they went to an afterlife. This process is called mummification.
- ✓ The pyramids were built as monuments to house the tombs of the pharaohs. Death was seen as merely the beginning of a journey to the other world. It is still a mystery as to how they managed to build them so successfully.
- ✓ After many years of searching, Howard Carter and Lord Carnarvon discovered King Tutankhamun's tomb on the 4th November 1922. Many clues about his life were discovered which led to historians learning more about King Tutankhamun and his childhood.

Practical Tasks (Historical Enquiry):

- Children locate Egypt on a world map and identify the time period on a timeline using BC (**chronology**)
- Children to read the descriptions of each class in Egyptian society and organize into a diamond 9. (Pharaohs, Viziers, Nobles, Priests, Soldiers, Scribes, Craftsmen, Farmers and Enslaved people) Children to give justifications of where they have positioned certain groups of people. See PPT. (**similarities and differences**)
- Use primary sources to explain the significance of the Egyptian gods on different people from society (**source enquiry**)
- Children learn the process of mummification by mummifying an orange. (**significance**)
- Using secondary sources (linked video) compare 2 types of pyramid (step pyramid and later smoother types) (**source enquiry**)
- Children to weigh up the significance of the discovery of King Tut's tomb. How significant was it? What did the artefacts tell us about the past? (**significance/source enquiry**)
- Assessment task – How did the Ancient Egyptians honor their Pharaohs in life and death? Double page spread? Create a card game?

Key Vocabulary:

afterlife, ancient, artefact, mummification, pyramid, Gods, Pharaohs, tomb, sarcophagus, Tutankhamun, Cleopatra, hierarchy

Cantrell Primary School History Curriculum

Year 3: What did the ancient Greeks do for us?

NC reference: the legacy and significance of Greek culture (art, architecture or literature)

Objectives:

- Be able to explain when the Ancient Greeks lived in time
- Be able to locate the area in which the Ancient Greeks lived on a map
- Be able to compare the democracy of the modern day with that of Ancient Greece
- Be able to critically examine accounts from the Greek period
- Be able to research a significant individual from Ancient Greece
- Be able to conduct a source enquiry of ancient artefacts
- Be able to sort facts into true and false about the use of Ancient Greek masks

Key Factual Learning:

- ✓ About 2,500 years ago Greece was one of the most important places in the ancient world.
- ✓ The Ancient Greek period lasted from around 1200 BCE, to the death of Alexander the Great, in 323 BCE.
- ✓ There was never one country called 'ancient Greece'.
- ✓ Greece was divided up into small city-states: Athens, Sparta, Corinth, Olympia
- ✓ The name 'Greeks' was given to the people of Greece later by the Romans.
- ✓ They lived in mainland Greece and the Greek islands, scattered around the Mediterranean Sea. (show on map on PPT)
- ✓ The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
- ✓ The Greeks gave the world democracy – which we still use in Britain today to choose who runs the country.
- ✓ In ancient Athens, citizens met regularly to vote on the laws that changed their daily lives using a simple show of hands by all.
- ✓ The Greeks also gave us the Olympic Games. The very first Olympics took place in 776BC.
- ✓ As time went on the Greeks added more events making it more like the Olympics we know today. The next Olympic games will be held: Fri, 26 Jul 2024 – Sun, 11 Aug 2024
- ✓ Ancient Greek thinkers made big discoveries. Hippocrates was famous for his ideas about medicine.
- ✓ The Greeks had style! Their red and black pottery was very famous.
- ✓ In their spare time, Greeks liked going to the theatre and wore masks to convey different characters.

Practical Tasks (Historical Enquiry):

- Children to locate the ancient Greek time period on a timeline – compare to modern day, the ancient Egyptians and G.F.O.L. (**chronology**)
- Children to locate these small states on a map (see BBC website activity)
- Children to sort and compare various democracy statements into modern day/Greek (**similarities and differences**)
- Children to read first-hand accounts of an athlete in the ancient Olympics with that of an athlete from today (**primary source enquiry**)
<http://www.olympicartifacts.com/olympic-torches/>
- Children to research Hippocrates and evaluate his significance to the medical world we have today (**significance**)
- Children to observe ancient Greek art/pottery from images (**primary source enquiry**) and conclude what they tell us about the past
- Children to identify true facts about the use of Greek masks in theatres (**primary source enquiry**)

[Ancient Greece - Year 3 History - BBC Bitesize](#)

End of unit assessment: What did the ancient Greeks do for us?

Ideas:

- ✓ Double page spread with images
- ✓ A class museum- an area of the classroom for each element or in the hall

Key Vocabulary: democracy, ancient world, BCE, Athens, Sparta, Corinth, Olympia, citizens, Olympic games, Hippocrates, athlete