



St Leo's and Southmead  
Catholic Nursery and Primary

Year  
Five

# History- Ancient Egypt Knowledge Organiser

Spring  
Term

Amazing Activities  
Visit the World Museum  
and create museum  
exhibits in our class

## Ancient Egypt

### Key Concept

Describe when the ancient Egyptians Lived

Describe and name different roles in Ancient Egyptian society

Understand why the Nile was so important to the ancient Egyptians

Understand and explain the steps involved in the ritual of mummification.

Describe the importance and role of canopic jars

Use different sources of information to understand a series of events

Understand the key events of the discovery of Tutankhamun

Recognise the different Egyptian Gods and compare their powers

### Key Vocabulary

**AD** Anno Domini—after Christ's birth

**Amulets**—an ornament or piece of jewellery thought to have given protection against disease, evil or danger

**BC**—Before Christ was born

**Canopic jar**—jars in which the internal organs of the body were stored (except for the heart)

**Civilisation**—the society, culture and way of life of a particular area

**Egypt**—a country in North Africa

**Egyptian**—a person who originates from Egypt

**Exhibit**—a display, usually in an art gallery or museum

**Flax**—a plant used to make linen

**Irrigation**—an artificial way of watering crops using canal systems/channels

**Kingdom**—territory ruled by a king or a queen

**Papyrus**—paper made from the papyrus plant

**Resin**—A sticky substance derived from trees and plants and used to fill the skull during mummification

**Sarcophagus**—stone coffin that the body was placed in before being taken to the tomb or pyramid

### Skills

- Use dates to order and place events on a timeline.
- Compare sources of information available for the study of different times in the past.
- Understand that the type of information available depends on the period of time studied.
- Evaluate the usefulness of a variety of sources.
- Provide an account of a historical event based on more than one source.
- Understand some reasons for some important historical events.
- Use evidence to support arguments.
- Describe a study of an aspect or a theme in British history that extends chronological knowledge beyond 1066.

### Curriculum Links

- Art - & DT chn are to create a range of exhibits for our class Museum

Diagram – Social structure of Ancient Egypt

#### Ancient Egypt Social Class Structure

The pharaoh and those that were linked to religion were the most powerful in society. Pharaohs were believed to be gods in human form, and so they had power over everything. Skilled workers made up the middle classes. Those at the bottom had no power, and worked long hours for little return.

