



St Leo's and Southmead  
Catholic Nursery and Primary

Year  
Three

## History– Ancient Egypt Knowledge Organiser

Spring  
Term

### Amazing Activities

Visit the World Museum  
and create museum  
exhibits in our class

#### SUBSTANTIVE CONCEPTS

City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.

### Key Knowledge

Ancient history happened a long time in the past.

Modern history happened in more recent times.

BC is before Christ.

AD is anno domini 'in the year of the lord.

The River Nile flows through Egypt and was the source of all life for the ancient Egyptians.

Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.

Howard Carter was an English archaeologist and Egyptologist who worked on several important excavations.

Tutankhamen's tomb was discovered in 1922.

Tutankhamen mummified body was found inside a special coffin called a sarcophagus.

Canopic Jars are used for putting the organs (like the lungs, liver and stomach) when a person was mummified.

The Rosetta Stone was found in 1799 by French soldiers who were rebuilding a fort in Egypt

The ancient Egyptians believed in lots of different gods and goddesses who ruled different aspects of their lives.

Ancient Egyptians used a process called mummification to preserve dead bodies.

Pyramids were built as tombs for the pharaohs of Egypt.

The biggest is the Giant Pyramid of Giza.

### Key Vocabulary

**Mummification**—by embalming and wrapping it in cloth

**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

### Skills

- Use an increasing range of common words and phrases relating to the passing of time.
- Place some historical periods in chronological framework and identify similarities and differences between ways of life in different periods.
- Describe key events using historical vocabulary.
- Ask and answer questions, choosing and using parts of the stories and other sources to show that they know and understand key features of events.
- Show understanding of some ways in which we find out about the past and identify different ways in which they have influenced present day.
- Record what they have learnt by drawing and writing.
- Discuss and write about the lives of significant famous people and changes and compare to lives of others in different periods.
- Describe a study of Egyptian life and society.

### 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.

