



Year 3 History

Unit 1- Egyptians



Our Rainbow Promises

Encourage **Resilience** and perseverance

Develop **Articulate** learners

Influence aspirations

Nurture curiosity

Instil **British** and Christian Values

Provide **Opportunities** to build upon knowledge and skills

Promote **Wellbeing** and Health

Reading as the Beating Heart: Throughout our History lessons, storytelling is used to illustrate key ideas, explain key concepts and build schema. This is fundamental to the development of new knowledge, while engaging all pupils from the outset. Staff sharing and modelling their own relationship with the knowledge through storytelling and use of reading booklets ensures that reading remains at the 'beating heart' of our History Curriculum.

Substantive Historical Themes Throughout Our History Curriculum:

Chronology (Earlier stories and descriptions of places at particular times allows pupils in later units to know what happened in those settings and understand references to people, places, events and develop events that have a bearing on the later people, places, events and developments).

Core Themes (Recognise themes such as **art and architecture**, **government and politics**, **belief system**, **economy** and **culture** exploring continuities and contrasts across time and space).

Certainty vs Uncertainty (Exploring typical good, scholarly writing in history exploring primary sources of varied styles and reading longer stories understanding the subtle interplay of imagination and reality without confusing fact and fiction).

Four Historical Concepts Underpinning Our Disciplinary Focus:

Increased demand in disciplinary questions is profoundly enabled by increased substantive knowledge. These concepts are taken from the Programme of Study for History.

Continuity and Change (Exploring trends and turning points over time and examining the varying pace, direction and nature of those alterations. Another aspect of change and continuity is the lived experience of change: how particular developments were experienced and understood by those who lived through them).

Cause and Consequence A relationship in history between an event, a condition, or a decision (the cause) and the events or results that follow it (the consequences). Understanding cause and consequence is a key aspect of historical analysis and helps historians to understand how and why things happened in the past).

Similarity, Differences and Significance (Moving beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience, paying attention to the extent of similarity and difference between different sorts of people - and between people within the same group).

Historical Significance (How evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. Evidence and interpretation also refer to major processes (including analysing and evaluating primary sources) that historians deploy, and the products that result (including secondary accounts which contain argument and interpretation)).

R	A highly aspirational curriculum design provides extensive opportunities to challenge thinking and encourage resilience and perseverance at all levels. This includes reading longer stories and encountering complex primary sources of evidence.
A	Through a clear teaching pedagogy (incorporating the ten teaching techniques) and a curriculum designed to make new content memorable, pupils can apply an increasing depth of knowledge with a growing articulation including: Vital Vocabulary and interlinked schema of key concepts.
I	Links to careers within History are made explicit throughout the teaching sequence in addition to aspirations for future study through careful selection of topic studies and exemplification material.
N	Through the selection and weaving together of important Historical themes interwoven across key periods of time, pupils are given a comprehensive grounding in History and able to nurture curiosity through an in-depth understanding of the study of humans in society through time in addition to opportunities for further future study.
B	Each unit of work uniquely addresses the study of humans in society through time, thus fostering key moral values, attitudes and the disposition to challenge and improve our world - at the cornerstone of both British and Christian Values. As one example, the substantive concept of Social Injustice (hearing the voices of the disadvantaged, the marginalised and oppressed; understanding how power can work; challenging exploitation and injustice) is inherent throughout our History curriculum.
O	A logical and sequenced progression of broad, diverse and coherent knowledge and skills with opportunities to revisit key areas of learning ensures that all pupils can understand the world around them.
W	An inherent appreciation of their existence into context.

Progression in Learning - Year 3

Links to Previous Learning:	The Year 3 Egyptians topic builds on KS1 by expanding children's understanding of the past from recent history to an ancient civilization, developing their chronology, enquiry skills, and knowledge of different cultures.
Overarching Unit Content:	Overarching Unit Content: This unit explores Ancient Egyptian civilization, focusing on its culture, daily life, achievements, and lasting impact on history. Substantive Knowledge: Children learn about key aspects of Ancient Egypt, including the Nile River, pharaohs, pyramids, hieroglyphics, and mummification. Disciplinary Focus: The unit develops historical skills such as chronological understanding, using evidence from artifacts and sources, and comparing ancient and modern ways of life.
Links to Future Learning:	For comparing other ancient civilisations like the Indus Valley and Ancient Sumer, which together are studied as the cradles of civilisation. By learning about Egypt's culture, achievements, and way of life first, children develop key knowledge and skills—such as understanding governance, writing, and architecture—that they apply when examining similarities and differences between these early societies. This supports their ability to make connections and understand the development of complex civilisations throughout Year 3.

Lesson 1: Howard Carter gets a big surprise.

<u>Subject Specific Vital Vocabulary:</u> Valley of the Kings Archaeologists Excavate Tomb Ruler Ancient Egypt Remains Hieroglyphic Ebony Tutankhamun	<u>Resources:</u> Title Template OW Powerpoint Adaptive teaching task resources	<u>Teacher Notes:</u>	<u>Howard Carter's Discovery:</u> <ul style="list-style-type: none">On November 6, 1922, archaeologist Howard Carter discovered a hidden staircase in the Valley of the Kings, leading to what would become a famous archaeological find.Carter's team had found the staircase after a young water boy tripped over a stone, revealing the top of the stairs. <u>The Quest for a Pharaoh's Tomb:</u> <ul style="list-style-type: none">Carter had spent years searching for an undiscovered tomb in Egypt, hoping to find the resting place of a great ruler, despite challenges and limited funding.His sponsor, Lord Carnarvon, had given Carter only one more season to complete his work, adding urgency to his search.	<u>The Doorway and Hieroglyphs:</u> <ul style="list-style-type: none">At the bottom of the staircase, Carter uncovered a doorway with hieroglyphic writing, the symbolic writing system of the ancient Egyptians.Carter made a hole in the door and saw a room filled with precious items, including objects made of ebony and gold. <u>The Tomb of Tutankhamun:</u> <ul style="list-style-type: none">Carter's discovery would lead to the uncovering of the tomb of Tutankhamun, an ancient Egyptian pharaoh, although he didn't know it at that moment. <u>Archaeology in Egypt:</u> <ul style="list-style-type: none">The discovery emphasized the excitement and importance of archaeology in understanding the past.Archaeologists continue to excavate in Egypt, unearthing remains that shed light on ancient Egyptian civilization.
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Lesson 2: How did the ancient Egyptians live?

<u>Subject Specific Vital Vocabulary:</u> Historians Civilisation BC- before Christ BCE- before common era Civilisations Nile Mediterranean Sea Kingdom Upper Egypt Lower Egypt United Crown Pharaoh Taxes Enemies Priests Scribes Hieroglyphics Fertile mine	<u>Resources:</u> Title Template OW Powerpoint Map drawing template Adaptive teaching task resources	<u>Teacher Notes:</u>	<u>Ancient Egypt's Civilization and Time Period:</u> <ul style="list-style-type: none">Ancient Egypt began over 3000 years before the birth of Jesus, around 3000 BCE, making it one of the oldest civilizations.BCE (Before Common Era) and BC (Before Christ) both refer to dates before the start of the Gregorian calendar. <u>The Nile River:</u> <ul style="list-style-type: none">The Egyptians lived along the Nile River, which provided fertile soil due to annual floods.The word "Nile" means "black," referring to the dark, rich soil deposited by the floods.The Nile flows from southern mountains (Upper Egypt) to the Mediterranean Sea in the north (Lower Egypt). <u>Unified Kingdom of Egypt:</u> <ul style="list-style-type: none">Around 3000 BCE, Upper and Lower Egypt were united under one ruler.The rulers of Upper Egypt wore a white crown, and Lower Egypt's rulers wore a red crown; when united, they combined these crowns into a double crown. <u>Pharaohs and Their Role:</u> <ul style="list-style-type: none">The ruler of Egypt was called the pharaoh, often considered a god as well as a king, known as the "Lord of the Two Lands."Pharaohs owned all land, created laws, collected taxes through officials, and were responsible for defending Egypt.	<u>Egyptian Society and Hierarchy:</u> <ul style="list-style-type: none">Key figures close to the pharaoh included the vizier (chief advisor), priests, soldiers, and scribes. <u>Hieroglyphics:</u> <ul style="list-style-type: none">Egyptians used hieroglyphics, or "sacred carvings," a writing system based on picture symbols.Over time, they developed simpler writing for faster record-keeping, used primarily by scribes. <u>Agriculture and the Black Land:</u> <ul style="list-style-type: none">Only the land near the Nile, known as the "Black Land," was fertile and suitable for agriculture.Egyptians relied on the Nile's flooding to grow crops, as most Egyptians worked the land. <u>The Red Land and Its Use:</u> <ul style="list-style-type: none">Further from the river, the dry "Red Land" (desert) provided natural protection from invaders.The Red Land was also a source of precious metals and stones, mined by the Egyptians. <u>Slavery and Labor:</u> <ul style="list-style-type: none">Egyptians used slaves, who were not free, to construct their remarkable buildings, many of which still stand today.
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Lesson 3: How did Ancient Egypt change over time?				
<u>Subject Specific Vital Vocabulary:</u> Old Kingdom Middle kingdom New kingdom Pyramids Giza Amun Ankh Chariots Overpower Enemies Weapons Tutankhamun	<u>Resources:</u> Title Template OW Powerpoint Pyramid sketching activity sticker Ankh sketching activity sticker Tutankhamun image for annotation How did Egypt change task	<u>Teacher Notes:</u>	Three Periods in Ancient Egypt <ul style="list-style-type: none"> Historians divide ancient Egypt into three main periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. The Old Kingdom <ul style="list-style-type: none"> Pharaoh Djoser, who ruled from Thebes, built the first step pyramid with the help of Imhotep, his architect and advisor. Djoser and later pharaohs were buried in pyramids because Egyptians viewed their pharaohs as both human and divine. The Great Pyramids of Giza, built by Pharaoh Cheops, were an architectural advancement over Djoser's pyramid. The capital was moved from Thebes to Memphis, located between Upper and Lower Egypt and closer to Giza. 	The Middle Kingdom <ul style="list-style-type: none"> Egypt became wealthier and more powerful, with pharaohs focusing on building a strong army for defense. More records were kept by scribes during this period, providing historians with greater knowledge of Middle Kingdom life. Egyptians began worshipping Amun as the king of the gods, often depicted holding an ankh—a symbol of life. Pharaohs were no longer buried in pyramids but instead in the Valley of the Kings. The New Kingdom <ul style="list-style-type: none"> Egypt expanded its territory using a strong army, enhanced by horses and chariots, which allowed them to move swiftly and dominate enemies. Weapons were upgraded to bronze, improving their effectiveness in battle. Pharaohs of the New Kingdom, including Tutankhamun, continued to be buried in the Valley of the Kings near Thebes. The name "Tutankhamun" means "the living image of Amun," reflecting the belief that he was a living representation of the god. Tutankhamun's golden mask, discovered by Howard Carter in 1922, is one of the most famous artifacts from this period.
Lesson 4: What did the Ancient Egyptians believe?				
<u>Subject Specific Vital Vocabulary:</u> Amun Ra Osiris Isis Dependent Flooded Universe Order Ma'at Anubis Afterlife underworld	<u>Resources:</u> Title Template OW Powerpoint Mid-topic quiz Order and balance activity	<u>Teacher Notes:</u>	Polytheistic Beliefs <ul style="list-style-type: none"> The Egyptians worshipped many gods, each representing different aspects of life and nature. Key gods included: <ul style="list-style-type: none"> Amun Ra: God of the sun, often depicted with a hawk's head and the sun above him. Osiris: God of the underworld, associated with death and rebirth, often shown with green skin to symbolize new life. Isis: Queen of the gods, wife of Osiris, and mother of Horus. Ma'at: Goddess of truth and order, depicted with a feather, symbolizing balance and harmony. Creation Story: <ul style="list-style-type: none"> Egyptian mythology explained the universe's creation starting with the god Atum, who emerged from darkness. 	The Balance of Ma'at <ul style="list-style-type: none"> Egyptians believed they were responsible for maintaining Ma'at, the order and harmony of the world, by performing good deeds, worshipping the gods, and farming the Nile's land. At death, Anubis, the god of the dead with a jackal head, would weigh a person's heart against Ma'at's feather. A heavy heart meant the person's soul would be devoured, preventing entry to the afterlife. Myths and Morality: <ul style="list-style-type: none"> Seth, god of chaos, was jealous of his brother Osiris and caused his death, a story that explained themes of jealousy, power, and the cycle of life and death. Osiris's role as god of the underworld symbolized renewal, as his story connected to the Nile's floods bringing fertile soil for new life.

			<ul style="list-style-type: none"> Atum's children, Tefnut (goddess of moisture) and Shu (god of air), brought order to chaos, aided by the goddess Ma'at. Their children, Nut (sky goddess) and Geb (earth god), were central in the Egyptians' explanation of natural cycles, including rain for crops and the daily rising and setting of the sun. <p>Symbolism of the Nile</p> <ul style="list-style-type: none"> Egyptians saw the Nile as a gift from the gods, essential for drinking, farming, washing, fishing, and travel. They believed the river's calm and destructive aspects reflected divine will, linking it to gods' powers and stories like Osiris's death, which was symbolized by the Nile's annual flooding. 	
Lesson 5: What did the Ancient Egyptians believe about death?				
<p><u>Subject Specific Vital Vocabulary:</u></p> <p>Soul</p> <p>Ba</p> <p>Archaeologists</p> <p>Limb</p> <p>Decaying</p> <p>Preserve</p> <p>Canopic jars</p> <p>Embalming</p> <p>Mummification</p>	<p><u>Resources:</u></p> <p>Title Template (with retrieval)</p> <p>OW Powerpoint</p> <p>Mummification and embalming image</p>	<p><u>Teacher Notes:</u></p>	<p>Belief in the Soul (Ba):</p> <ul style="list-style-type: none"> Egyptians believed that each person had a soul, called the ba, which would return to the body each night after death. Preserving the body after death was essential to allow the soul to reunite with it. <p>Early Burial Practices</p> <ul style="list-style-type: none"> In the Old Kingdom, bodies were wrapped in white linen, limb by limb, to give them a lifelike appearance, but this method didn't prevent decay (decomposition). Egyptians initially tried burying bodies in sand to dry them out, but this method was not effective in preserving them over time. 	<p>Development of Embalming:</p> <ul style="list-style-type: none"> To better preserve bodies, Egyptians learned to embalm—removing all moisture to prevent decay. They removed internal organs (stomach, lungs, etc.) and placed them in special containers called canopic jars. The body was then wrapped tightly in strips of cloth to protect and preserve it. <p>Mummification by the New Kingdom</p> <ul style="list-style-type: none"> By the New Kingdom, Egyptians had become skilled in mummification, a more advanced form of embalming. The term "mummy" comes from the Latin word <i>mumia</i>, meaning a preserved dead body.
Lesson 6: How did the Ancient Egyptians write?				
<p><u>Subject Specific Vital Vocabulary:</u></p> <p>Rosetta</p> <p>Hieroglyphs</p> <p>Rosetta Stone</p> <p>Translated</p> <p>Hieroglyphs</p> <p>Demotic</p> <p>Greek</p> <p>Cartouche</p> <p>Inscriptions</p> <p>Carved</p> <p>papyrus</p>	<p><u>Resources:</u></p> <p>Title Template</p> <p>OW Powerpoint</p> <p>Hieroglyphics template</p> <p>Rosetta stone adapted teaching resources</p>	<p><u>Teacher Notes:</u></p>	<p>The Discovery of the Rosetta Stone</p> <ul style="list-style-type: none"> In Rosetta, soldiers found a stone with three types of writing: Egyptian hieroglyphs, demotic (another Egyptian script), and Greek. The Greek writing allowed archaeologists to translate the Egyptian hieroglyphs over time, helping them understand ancient Egyptian writing. <p>Hieroglyphs as Egyptian Writing:</p> <ul style="list-style-type: none"> Hieroglyphs are picture-like symbols used by the ancient Egyptians as a form of writing, found on temples, tombs, and monuments. Archaeologists initially didn't understand hieroglyphs but identified them as a likely writing system due to their order and repetition. <p>Translation and Content of the Rosetta Stone</p>	<p>Characteristics of Hieroglyphic Writing:</p> <ul style="list-style-type: none"> No spaces existed between symbols, as hieroglyphs were stacked for visual balance, reflecting the Egyptian value of Ma'at (order and harmony). Important names, like those of gods or pharaohs, were placed within a cartouche (an oval shape with a flat base) for magical protection. <p>Training of Scribes:</p> <ul style="list-style-type: none"> Only scribes, priests, and pharaohs could read hieroglyphs, as most Egyptians did not learn them. Scribes started training at age twelve, beginning with basic hieroglyphs and progressing to more complex ones.

			<ul style="list-style-type: none">• The stone contained a decree from a pharaoh, detailing how he should be worshipped and providing instructions for priests.• Although hieroglyphs can now be read, we still don't know how the language sounded when spoken.	<ul style="list-style-type: none">• Inscriptions were painted on objects and later carved for durability; they also used papyrus (a plant-based writing material similar to paper).
Lesson 7: Synoptic Task				
In what ways did ancient Egypt change?				
1. The Kingdom of Egypt Changed <ul style="list-style-type: none">• Egypt was originally divided into Upper and Lower Egypt, each with its own crown.• Around 3000 BCE, Upper and Lower Egypt were united into a single kingdom.• The double crown was created to symbolize this unity.• Pharaoh Djoser ruled during the Old Kingdom and moved the capital to Memphis, closer to both Upper and Lower Egypt.• The Old, Middle, and New Kingdoms marked distinct historical periods, each bringing changes in power, wealth, and territory.• During the New Kingdom, Egypt expanded its land through conquests, becoming more powerful.			2. The Burial of Pharaohs Changed <ul style="list-style-type: none">• In the Old Kingdom, pharaohs were buried in pyramids like the ones built by Djoser and Cheops.• Middle Kingdom pharaohs stopped building pyramids and began to be buried in hidden tombs in the Valley of the Kings.• By the New Kingdom, it became common practice for pharaohs to be buried in tombs rather than in large pyramids, as shown by the discovery of Tutankhamun's tomb.	
3. New Gods Were Worshipped <ul style="list-style-type: none">• Egyptians believed in many gods that explained the universe and natural events.• In the Middle Kingdom, Amun became more important and was worshipped as the king of the gods.• Pharaoh Tutankhamun was named as the "Living Image of Amun."• The god Osiris became the god of the underworld, symbolizing new life and rebirth, as seen in his association with the Nile's flooding.• Egyptians continued to add new gods and created stories, like those about Ma'at (balance and order), to explain their beliefs and values.		4. Fighting Changed <ul style="list-style-type: none">• During the New Kingdom, Egyptians began using horses and chariots in battle, which made them faster and more effective in warfare.• Egyptian weapons became stronger with the use of bronze for swords and spears.• With their improved army and new weapons, Egyptians could expand their territory and protect their wealth.		5. Egyptians Learned How to Embalm <ul style="list-style-type: none">• Early Egyptians wrapped bodies in linen but found that it didn't preserve them.• They experimented with drying bodies in sand to stop decay but eventually needed a better solution.• By the end of the Old Kingdom, Egyptians learned embalming, a process where they removed organs and used canopic jars for preservation.• By the New Kingdom, Egyptians were experts in mummification, drying out and wrapping bodies in strips of cloth to preserve them, which allowed the soul (ba) to return to the body.

<u>Whole-Topic Milestone Knowledge:</u>
<ul style="list-style-type: none">- Ancient Egypt began over 5,000 years ago, uniting Upper and Lower Egypt under one pharaoh with a double crown around 3000 BCE.- The pharaoh was considered both a king and a god, holding ultimate power over laws, land, and religion.- Egyptians believed in many gods, such as Amun, Osiris, and Ma'at, who represented natural forces, life, and balance.- The methods of burial changed over time: pharaohs were buried in pyramids during the Old Kingdom and in hidden tombs in the Valley of the Kings by the New Kingdom.

- The discovery of the Rosetta Stone allowed archaeologists to decipher Egyptian hieroglyphics, revealing much about ancient Egyptian society.
- The Egyptians became skilled in mummification, preserving bodies so that the soul (ba) could return to the body in the afterlife.
- Advances in military technology, such as chariots and bronze weapons, allowed Egypt to expand its power and influence during the New Kingdom.