

Caroline Haslett Primary School – History Knowledge Organiser

Topic: Ancient Egypt

Summer Year: 3

Civilisation

Knowledge

Vocabulary

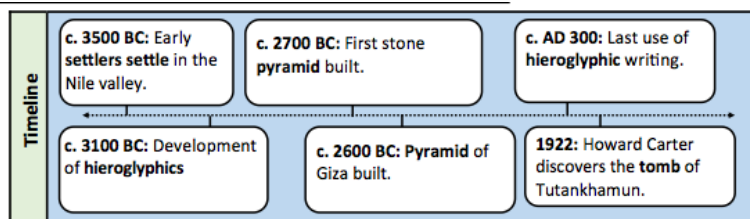
Egypt is a country in the continent of Africa. The climate of Egypt is different to that of the UK. The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use **irrigation** systems. The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport. We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls. Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society. **Mummification** was very important to the Egyptians as they believed this would prepare the body for their journey into the **afterlife**. The bodies of important people, such as **pharaohs**, were placed in these pyramids, which were built as **tombs**. Religion was very important in Ancient Egypt. They were **polytheists** - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called **deities**.

Afterlife - a life that some people believe begins when you die, for example a life in heaven or as another person or animal
Civilisation - a human society with its own social organisation and culture.
Deities - a god or goddess
Fertile - rich in nutrients to support the growth of many plants
Hierarchy - a system of organising people into different ranks or levels of importance, for example in society
Hieroglyphics - symbols in the form of pictures which are used in some writing systems, for example those of ancient Egypt.
Irrigation - supply land with water in order to help crops grow
Mummification - If a dead body is mummified, it is preserved, for example by rubbing it with special oils and wrapping it in cloth
Papyrus - a tall water plant that grows in Africa
Pharaoh - a king of ancient Egypt
Polytheists - the worship of or belief in more than one god
Sarcophagus - a large decorative container in which a dead body was placed in ancient times
Tomb - a large grave that is above ground

Possible Activities

- Describe how Egyptian artefacts and ruins tell us about their culture, and religious beliefs.
- Describe what Egyptian life was like for different groups of people.
- Describe how Egyptian society has had an impact on modern society.
- Describe why people chose to settle in certain areas in ancient Egypt.
- Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time. Compare aspects of life such as achievements, society, beliefs, and architecture.
- Present what you know about the Egyptians using a variety of skills (e.g. Geography, English, Maths, Computing, etc) Use appropriate vocabulary to communicate about the Egyptians.

Key Resources / Images



Historical Skills	
Chronological understanding	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them on a timeline. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: BC, AD, dates, time period, era, chronology, continuity, change, century, decade, and legacy.
Historical knowledge and understanding	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the main changes in a period of history (using terms such as: social, religious, cultural).
Historical interpretation	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented.
Historical enquiry	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Ask questions such as, "How did people...?" 'What did people do for....?'"
Historical organisation and communication	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: BC, AD, dates, time period, era, chronology, continuity, change, century, decade, and legacy. • Use literacy, numeracy and computing skills in order to communicate information about the past in an organised, structured way. • Begin to communicate findings in an organised, structured way, using appropriate terminology eg. select data and organise into a fact file to answer historical questions/display findings in a variety of ways e.g. discussion, pictures, writing, annotations, drama etc.