



**Objectives and Sticky Knowledge**

**Previous Knowledge:**

To know how Britain was during the Stone Age  
 To know how people in Britain lived during the Bronze Age  
 To know how people in Britain lived in the Iron Age.



**Land Objectives and Sticky Knowledge:**

<p><b>- Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</b></p>	<p><b>- Know about the key features of Ancient Egypt.</b></p>
<p>1. I can place Ancient Sumer on a timeline and locate on a map. Indus Valley; or the Shang Dynasty.                  2. I can place the Indus Valley on a timeline and locate on a map.                  3. I can place the Shang Dynasty on a timeline and locate on a map.</p>	<p>Link to Freedom – slaves                  Homes                  Religious beliefs                  Life of the rich and poor                  Sequence key events on timeline                  Contrasts/connections between life in Roman Britain                  Influences from Ancient Egypt used today - writing (hieroglyphics), ink, make up, advancement in medicine, toothpaste, door lock, plow, calendar, and sundial, ways to measure distances, improvements in irrigation, medical surgery and also applied their knowledge to architecture</p>

**Sea:**

Links with golden thread 'freedom'.

**Links to CST and CKA values:**

# Year 4 The Ancient Egyptians Knowledge Organiser

## Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
pharaoh	A ruler of ancient Egypt.
tomb	A sealed room where a person was placed after death
irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.



### The Ancient Egyptian Empire

In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.

### Writing (Hieroglyphics)

In ancient Egypt, scribes wrote on papyrus. Papyrus was a thick type of paper made from reeds that grew along the Nile. Scribes were mostly men who went to a special school to learn to write.

Scribes wrote using hieroglyphs. Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.



### Did You Know...?

The Rosetta Stone was discovered in 1799. It was written in hieroglyphs and two other languages, including ancient Greek, which language experts could still read. They translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.



### A Pharaoh's Death

The ancient Egyptians built the pyramids as resting places for the pharaohs.

When a pharaoh died, priests would prepare their bodies with a process called mummification.

The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.

### The Nile

Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.

The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.

Most people lived along and around the Nile. This is still true in Egypt today.

### Tutankhamun

Tutankhamun was a pharaoh known more recently as the 'boy king' because he became pharaoh when he was 9 years old.

His tomb was discovered by Howard Carter and his team in the Valley of the Kings in 1922.

The discovery helped people to understand more about the Egyptians pharaohs.



Tutankhamun's death mask

### Sky Objectives:

- Recognise when something is a primary or a secondary source of information to investigate the past.
- Using appropriate historical terms, examine causes and results of great events and the impact these had on people.
- Accurately order an increasing number of significant events, movements and dates on a timeline.

