



Big Question:

What was life like in ancient Egypt?

Key Vocabulary:

Timeline

a graphical representation of a period of time, on which important events are marked

Chronological

The order events occur in

BC

Before Christ

AD

AD stands for Anno Domini, Latin for "in the year of the Lord"

Ancient

Belonging to the very distant past and no longer in existence.

Knowledge from Y2 that will help me answer the big question:

- **Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past.** Examples include coins, buildings, written texts or ruins. Hot areas are located near the Equator and colder areas are located further away.
- Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.

Knowledge from Y4 that will help me answer the big question:

- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.
- Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.

New knowledge that will help me answer the big question:

- **The Ancient Egyptian written language is significant because they were the first civilization to use symbols to represent individual sounds, thus developing written language. Egyptians initially used hieroglyphs and then developed 24 alphabets! They also started using papyrus for their writings as opposed to carving into stone.**
- **Compare and contrast an aspect of history across two or more periods studied.**
- **The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures**

Knowledge from Y3 that will help me answer the big question:

- Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. **Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event.** A secondary source interprets and analyses a primary source.
- Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.

New knowledge that will help me answer the big question:

- **Different world history civilisations existed before, after and alongside others. For example, the ancient Egyptians existed from 3100 BC to 332 BC, the ancient Greeks from 700BC – 323BC and the ancient Romans from 625BC to 476AD.**
- **Hierarchy structures in ancient civilisations include (from most to least powerful): a ruler; officials, nobles or priests; merchants, workers and peasants or slaves.**
- **The Ancient Egyptians believed that when they died their spiritual body would continue to exist in an afterlife very similar to their living world. However, entry into this afterlife was not guaranteed. The dead had to negotiate a dangerous underworld journey and face the final judgment before they were granted access. If successful, they were required to provide eternal sustenance for their spirit. These things could be achieved if proper preparations were made during a person's lifetime. These preparations included purchasing small funerary items, buying a coffin and preparing their tombs.**



New knowledge that will help me answer the big question:

- Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.
- Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.
- Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.

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