

Ancient Civilisations & Ancient Egypt

Knowledge Organiser	Year: 4 Term: Spring 2	Theme and Concept: Community and Culture/Society
<u>How do other Ancient Civilisations compare to Ancient Egypt?</u>		

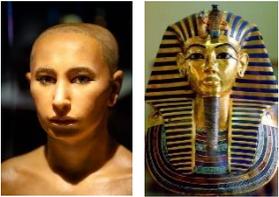
Prior Knowledge: Within the concept of community and culture/society, children have embedded the concept of chronology through the study of the Palaeolithic to the Iron Age. Children know that overtime civilisations change and become more advanced because of the metals they find. Children know about the agricultural revolution of the Mesolithic and how this was preceded by sun worship. Children have begun to look at ancient sources of the Romans and debate on their own conclusions. Within the concept of exploration and empire, children understand that land can be divided up and change as new rulers conquer those lands. Through the concept of hierarchy and power, children know that their can be a struggle for power in one area and how this impacts on society.

1. What does BC mean?	Before Christ
2. What does AD mean?	Anno Domini (In the year of our lord)
3. What is a conqueror?	A person who conquers a place or people.
4. What is a kingdom?	A territory ruled over by a king or queen.
5. What do we mean when we say, "an army is defeated?"	Somebody has won victory over them.
6. What is a pagan religion?	A religion that has many gods and goddesses with a focus on the natural world such as the sun, moon and stars.
7. What is a primary source?	A piece of historical evidence.

<u>Second Order (disciplinary) Concepts</u>	Key Historical Knowledge	Key Historical Skill
Chronology	<p>What is the chronology of time from Ancient Sumer to Ancient Egypt?</p> <p>*See timeline for key knowledge.</p>	<ul style="list-style-type: none"> ✓ I can place events, artefacts and historical figures on a timeline, using dates. ✓ I can use some dates and terms to describe events. <p style="text-align: center;"><i>Order the chronology of time using dates. Place Tutankhamun upon this timeline. Discuss concepts of time such as there were Woolly Mammoths walking the earth when the Great Pyramid of Giza was built.</i></p>

<p>Similarity and difference</p>	<p>What are the similarities and differences between Ancient Sumer and Ancient Egypt? Both were great civilisations that settled on the banks of Rivers (The Sumerians on the flood plains of the Tigris and Euphrates Rivers and the Ancient Egyptians on the River Nile). Both civilisations had unique forms of writing. The Sumerians used cuneiform, and the Egyptians used hieroglyphics. Sumerian religion was based on four deities: The God of the heavens, the goddess of earth, the god of air and the god of water. The Egyptians had around 2000 different gods and goddesses. The Egyptians governed their lands in an authoritarian way with one pharaoh whereas the Sumerians shared governance between the noble elite in councils.</p>	<ul style="list-style-type: none"> ✓ I can describe the social, ethnic, cultural and religious diversity of the past. ✓ I can describe different accounts of an historical event, explaining some of the reasons why account may differ. <p><i>Compare, contrast and evaluate the differences and similarities between Sumer and Ancient Egypt.</i></p>
<p>Historical significance</p>	<p>Who was King Tutankhamun? Tutankhamun was the son of Akhenaten, who decided to create a monotheistic faith based on the God Aten. Tutankhamun inherited his kingdom at the age of 9. Advisors ruled alongside him, bringing back the worship of the old gods. There are theories to suggest that Tutankhamun was disabled. Tutankhamun ruled for about 10 years, dying at the young age of around 18 or 19. He was buried in the Valley of the Kings. His tomb was hidden for many centuries, when in 1922, Howard Carter discovered it, finding one of the most fascinating discoveries of the century. Items in his tomb included the famous golden death mask, a chariot and a dagger made from meteorite.</p>	<ul style="list-style-type: none"> ✓ I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion. <p><i>Children explore the life of King Tutankhamun and discover what it was like to be a child king. Look at sources of information about him to decide whether he had a good life or a controlled life. Did he really make an impact on Egypt, or was it Howard Carter who made him famous? What impact did he have on Egypt? Weigh up the pros and cons of his rulership.</i></p>
<p>Change and continuity</p>	<p>How did Egypt change over time? During the old kingdom, the Great Pyramids of Giza and the Sphinx were built. This time period was known as the “Age of the Pyramids.” During this kingdom, the pharaoh and people offered worship to the sun god, Re. It was believed only the pharaoh had an afterlife. The Middle Kingdom was a time when the priests and nobles gain independence and power. During this time, the Egyptians were ruled over by religion. This was the time of language, magic spells and polytheistic worship. During the new kingdom, construction of pyramids stopped, and religion was now split into little cults. Pharaohs preferred to be buried in the Valley of the Kings. For a short while, Egypt’s religion became monotheistic under the rule of Akhenaton, but the old gods were revived by King Tut. The old gods included Horus, Anubis, Set, Thoth, Osiris, Isis, Geb and Sekhmet to name a few popular ones.</p>	<ul style="list-style-type: none"> ✓ I can understand the concept of change over time and represent this with evidence. <p><i>Explore the old, middle and new kingdoms, focusing on the rule of King Tut. What changed when he became a ruler? What continued? The worship from one God to many, but religion stayed the same. Explore the many different religious beliefs of the Ancient Egyptians.</i></p>
<p>Evidence and Interpretation</p>	<p>Why were the pyramids built? In Ancient Egypt the pyramids were impressive structures used as tombs for the burial of pharaohs, alongside their greatest treasures. The pyramids were built during the time</p>	<ul style="list-style-type: none"> ✓ I can use evidence to ask questions and find answer to questions about the past.

	<p>of the Old Kingdom, but pyramid building fell out of fashion after that because the structures were too costly to build and it became too easy for robbers to know where precious grave goods were buried. Some of the pyramids have survived for thousands of years and provide important clues about life in Ancient Egypt. The pyramids were very large and filled with many rooms, courtyards and passageways on the inside. Deep at the heart of each pyramid there was the royal burial chamber in which the mummified pharaoh would have been placed along with his great treasures. The Ancient Egyptians believed that the Pharaoh would be able to take his treasures with him to the afterlife. The inner walls would have been decorated with hieroglyphics making up stories and prayers. There would also have been extra rooms for the king's servants and family to be buried.</p>	<ul style="list-style-type: none"> ✓ I can suggest suitable sources for historical enquiry. ✓ I can use more than one source of evidence to gain a more accurate understanding of history. <p><i>Look at primary sources to conclude why the pyramids were built. Children to read/listen to the theories of Egyptologists about what the pyramids are and why they were built. Children to present their ideas and conclusions as a group using power point, flipchart, posters etc. Can they persuade other children to believe their theory? Can they back their argument up with sufficient evidence? Children could also debate their theories.</i></p>
Cause and consequence	<p>What was the cause of the collapse of Egyptian civilisation?</p> <p>Historians agree that the beginning of the demise of the Egyptian civilisation began with the lack of progression in military technology. The Egyptians has plenty of copper, which was key to making bronze, but when it came to war, their enemies now wielded iron weapons. Egypt went through many civil wars and power struggles which led to the invasion of Alexander the Great in 332BC. Over many years, Rome ruled over Egypt, slowly chipping away at its traditions and the old ways. Egypt had become a mere province to provide grain for the rest of the empire.</p>	<ul style="list-style-type: none"> ✓ I can suggest causes and consequences of some of the main events and changes in history. <p><i>Use sources to find out about how Egypt collapsed focusing on Alexander the Great as a conqueror and Egypt becoming a Roman province.</i></p>

Key Vocabulary	Significant People	
ancient: Thousands of years old.		
civilisation: The level of development at which people live together peacefully in communities.		
cuneiform: Sumerian writing.		
Egyptians: The people of Egypt, in ancient times, ruled over by a pharaoh.		
hieroglyphics: An Egyptian method of writing using pictorial symbols.		
Indus Valley: One of the earliest civilisations in India and the world.		
Mesopotamia: A Greek word that means, "land between the rivers."		
<p>Tutankhamun:</p> <p>Tutankhamun was the son of Akhenaten, who decided to create a monotheistic faith based on the God Aten. Tutankhamun inherited his kingdom at the age of 9. Advisors ruled alongside him, bringing back the worship of the old gods. There are theories to suggest that Tutankhamun was disabled. Tutankhamun ruled for about 10 years, dying at the young age of around 18 or 19.</p>		

<p>mummification: preserving a corpse.</p>		<p>Howard Carter: Howard Carter was a British archaeologist and Egyptologist. He became world famous when he discovered the tomb of 18th Dynasty pharaoh Tutankhamun.</p>
<p>pyramid: A monumental structure with a square base and sloping sides, that meet at the top.</p>		<h2>Resources</h2>
<p>papyrus: Paper made from the stems of the papyrus plant.</p>		
<p>pharaoh: A ruler of Ancient Egypt.</p>		
<p>sanitation: The act of keeping a place clean and healthy.</p>	<p>Classroom resource: Sumer British Museum < key primary sources. Irving Finkel teaches how to write cuneiform Curator's Corner Season 4 Episode 8 #CuratorsCorner - YouTube < Teacher reference only. Irvin Finkle, Curator for Mesopotamian relics at the British Museum. Who was Tutankhamun? - BBC Bitesize King Tut National Geographic Society BBC - History - Ancient History in depth: Primary Sources of the Old Kingdom < Primary sources. Ancient Egyptians primary resource National Geographic Kids (natgeokids.com) Difference Between Sumerians and Egyptians Difference Between Building the pyramids (pt 3/4) - KS2 History - BBC Bitesize</p>	
<p>sarcophagus: A large stone box that held a mummies body.</p>		
<p>Sumer: Southern state of Mesopotamia.</p>		

Timeline

