

Year 4 – Tomb Raiders Global Citizenship Theme



Who were the Ancient Egyptians?

In this unit, we will travel back in time to find out about ancient Egypt. We will begin with a virtual tour of Egypt, before learning about the life of Ancient Egyptians. We will explore important figures and beliefs in this period and how these continue to impact on our lives today. We will study the famous landmarks of Egypt and consider why tourism is popular in Egypt today. In Art, we will study the ancient Egyptian writing system and create cartouches of our names. We will celebrate our learning with an Egyptian day and an art gallery to show off our sculptures.

Core Texts



In history, pupils will know:

- Historians believe the dynasty spanned approximately 3500BC to 30BC
- 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. They believed that people would live on after death in the “after life”.
- 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.
- 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.
- 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. Mummification was the process of preserving a body - this process 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.
- Howard Carter discovered the tomb of Tutankhamun in 1922.

Personal, Social, Health and Citizenship

- I research, discuss and debate topical issues from around the world.
- I explore how we are all connected.
- I can communicate effectively with children from different places in the world.
- I appreciate the range of national, regional, religious and ethnic identities in the UK. (Cultural Diversity).
- I consider the reasons why people would want to come from abroad to live in the UK/EU.
- I can show understanding for difference specifically disability.

Key Vocabulary
pharaoh hieroglyphs
sarcophagus tomb
archaeologist afterlife
papyrus mummify
pyramid slave
fertile shaduf
cartouche irrigation



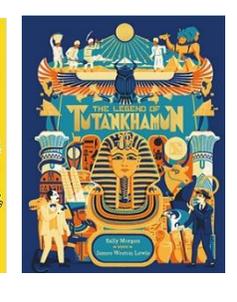
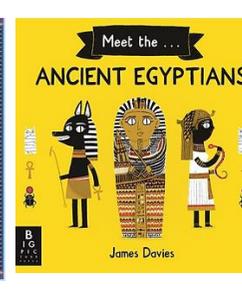
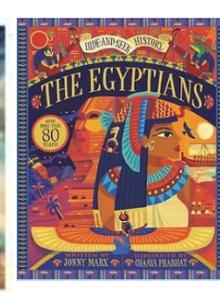
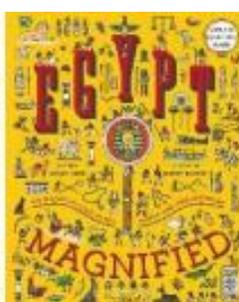
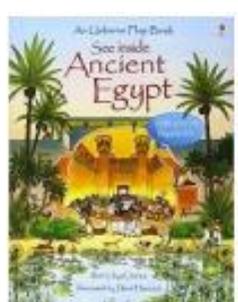
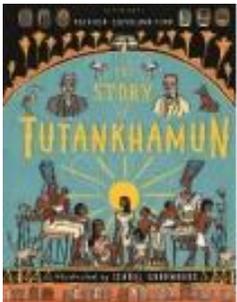
History Skills

- Use dates to order significant events from the periods studied, on given timelines.
- Use a time line to place historical events in chronological order.
- Place periods of study on a timeline, using BC and AD.
- Ask focused questions and use research to find answers about the past.
- Use a range of suggested sources to find out/infer relevant information about the past.
- Explore the idea that there are different accounts of history.

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Reading List – Topic Linked



Home Learning Ideas- How You Can Support At Home.

Visit your local library and find some of the books on the reading list below.

Design a piece of Egyptian jewellery or a head dress.

Research about an Egyptian God and create a fact file.

Research holidays to Egypt online. Budget how much it would cost to go on holiday with your family.



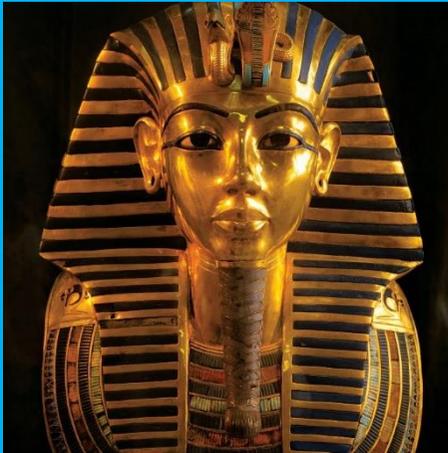
Design and make a model of a coffin for an Egyptian Pharaoh.

Make a 3d net for a pyramid and build it up.

Write your name and the names of your friends or family using hieroglyphics.

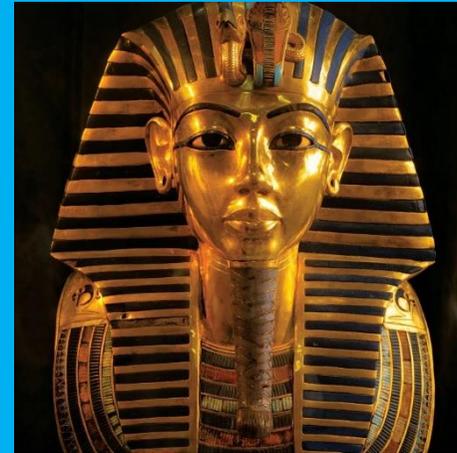
Find and make some Egyptian recipes.

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