


Calcot Schools Knowledge organiser: History- Year 3

Topic: Early Egypt		Phase: 3	Strand: Prehistory																	
<p><b><u>Prior Knowledge:</u></b></p> <p>Pupils know what is meant by 'prehistory' and have a secure knowledge of the basic chronology of Stone Age Britain and how that developed and changed during the Bronze and Iron Age. Pupils will have a secure understanding of the terminology of 'past', 'present', and 'chronology'. Pupils will use their prior KS1 knowledge of types of evidence and implement this knowledge in their further learning. This includes significant events in British History and how historians and archaeologists use different types of evidence to inform their studies. Children should be able to identify artwork, religion and daily life in ancient Britain and this should be secure, so that children can begin to draw comparisons between prehistoric Britain and other cultures. Pupils will know the similarities and differences both chronologically and culturally between the Stone Age, Bronze Age and Iron Britain and early Egypt. Pupils will understand that during BCE chronology, the smaller the number, the later in time. Pupils will have a basic understanding of how to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b><u>Diagrams:</u></b></p> <div></div> <p>Early Egyptian pottery: pupils will understand the importance of artefacts, particularly during earlier periods, before writing had emerged.</p> <p>Predynastic burial: Pupils will also investigate Predynastic burials and compare them to Stone Age Britain burials.</p>	<p><b><u>Vocabulary</u></b></p> <table><tr><td>Archaeology</td><td>The study of objects from the period of study in question.</td></tr><tr><td>Archaeologist</td><td>A person who studies objects in a historical setting and uses them for further research.</td></tr><tr><td>Artefact</td><td>An object made during the period of study.</td></tr><tr><td>Burial</td><td>Where a person was buried after death.</td></tr><tr><td>Egyptologist</td><td>An academic who studies ancient Egypt, including the ancient language, objects and texts.</td></tr><tr><td>Hieroglyphs</td><td>A type of writing including pictures and symbols.</td></tr><tr><td>Organic</td><td>Natural types of evidence, such as plants or human waste.</td></tr><tr><td>Narmer</td><td>An early Egyptian pharaoh, who is believed to have unified Upper and Lower Egypt.</td></tr><tr><td>Predynastic</td><td>A period of time in ancient Egypt prior to the Egyptian Empire. Typically, pharaohs are not associated with this time.</td></tr></table>	Archaeology	The study of objects from the period of study in question.	Archaeologist	A person who studies objects in a historical setting and uses them for further research.	Artefact	An object made during the period of study.	Burial	Where a person was buried after death.	Egyptologist	An academic who studies ancient Egypt, including the ancient language, objects and texts.	Hieroglyphs	A type of writing including pictures and symbols.	Organic	Natural types of evidence, such as plants or human waste.	Narmer	An early Egyptian pharaoh, who is believed to have unified Upper and Lower Egypt.	Predynastic	A period of time in ancient Egypt prior to the Egyptian Empire. Typically, pharaohs are not associated with this time.
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<p><b><u>What will the children know by the end of the unit?</u></b></p> <p>Pupils will investigate the settlements, burials and materials used by the early Egyptians. Children will examine the materials, palettes and pots they used, along with the animals that lived in ancient Egypt. The importance of pottery will be recognised as a source of artefactual evidence during this period, particularly as a way of forming clear chronology and dating objects found in close proximity to pottery. Pupils will investigate the typical aspects of an early Egyptian burial and draw comparisons between this and prehistoric burials in Britain. The development of burials during this time will be investigated, with the culmination of the royal burials, including the pyramids built during this period. Early Egyptian settlements, art and architecture will be investigated in detail and compared with Stone Age Britain. Children will be encouraged to ask and think about why the art and architecture is different to other prehistoric settlements in other countries, particularly Britain and the Middle East. Pupils will understand that the inhabitants of the Nile Valley first lived in settlements during the Predynastic period. Cemeteries were located in the low desert near the settlements. Finds from settlements and cemeteries suggest that the north and south of the country were culturally distinct. The south was administered from the city of Hierakonpolis, while the capital of the north was Buto. Children will investigate the emergence of writing and identify where and when this took place globally. The pupils will be encouraged to question why Egypt was one of the first civilisations to create a written record. Artefacts, particularly early Egyptian figurines, will be identified, analysed and compared with Stone Age figurines.</p>			<p><b><u>Timeline/ chronology</u></b></p> <p>c.9000 BCE – c. 6000 BCE: Earliest recorded settlers around the Nile valley. It is referred to as Faiyum A culture, due to the pottery style.</p> <p>c.4000 BCE – c. 3500 BCE: Naqada I period.</p> <p>c. 3500 BCE – c. 3200 BCE: Naqada II period.</p> <p>c. 3200 BCE – 3150 BCE: Naqada III period.</p> <p>c.3200-3100 BCE: The creation of the Narmer palette.</p> <p>c.3150 BCE – 2613 BCE: The <b>Early Dynastic Period in Egypt</b>; beginning of historic dynasties. This period includes the First and Second Dynasties, lasting from the end of the Naqada III archaeological period until about 2686 BC, or the beginning of the Old Kingdom. With the First Dynasty, the capital moved from Thinis to Memphis with a unified Egypt ruled by an Egyptian god-king. Abydos remained the major holy land in the south. The hallmarks of ancient Egyptian civilisation, such as art, architecture and many aspects of religion, took shape during the Early Dynastic period.</p> <p>c. 3100 BCE: The emergence of writing in Egypt. Unification of Upper and Lower Egypt.</p> <p><b><u>People:</u></b></p> <p><b>Flinders Petrie (1853-1942 CE):</b> A 20th century Egyptologist and a pioneer of systematic methodology in archaeology and preservation of artefacts. Some consider his most famous discovery to be that of the Merneptah Stele, an opinion with which Petrie himself concurred.</p> <p><b>Narmer:</b> an ancient Egyptian king of the Early Dynastic Period (C.3200-3100 BCE). He was the successor to the Protodynastic King Ka. Some consider him the unifier of Egypt and founder of the First Dynasty, and in turn the first king of a unified Egypt.</p>																	
<p><b><u>Artefacts</u></b></p> <p>The children must understand the importance of artefacts to their study in ancient cultures. A crucial form of evidence and an exciting hook for the children, artefacts provide a sense of reality for this early civilisation. Artefacts to include in this module are figurines, pottery, burial items and 'organic' evidence, including food and plants.</p>	<p><b><u>Historical enquiry</u></b></p> <p>The children will understand the importance of artefacts in posing historically valid questions, analysing early history and how evidence such as artefacts are used to make historical claims and form facts. Pupils will understand the informative importance of artefacts in the study of early history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.</p>																			