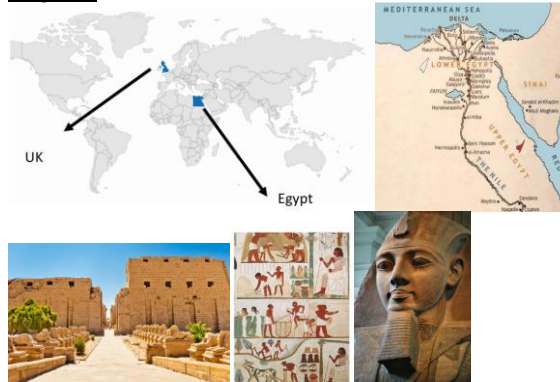


## History Knowledge Organiser: Year 4- The Egyptian Empire

### Prior Knowledge

Pupils should have a secure understanding of the changes in Britain from the Stone Age to the Iron Age, including: the traditional chronological periods of Palaeolithic, Mesolithic, and Neolithic; Neolithic hunting practices and early farmers; Bronze Age religion, technology, and travel; Iron Age tribal kingdoms, burials, farming, culture and hill forts. Pupils will understand what is meant by 'prehistory' and can distinguish between primary and secondary evidence. They should identify and comment on connections, contrasts and trends over time in early British history, and deploy historical terms to describe these crucial developments. Pupils should understand how to use historical sources provided to construct informed responses to questions, which involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and identify the differences in sources between cultures and time periods. Pupils should understand that certain changes and human milestones occurred at different times across world history. For example, the English language first developed around the middle of the 5<sup>th</sup> century, whereas writing developed in Egypt from as early as 3500 BC. Pupils should understand that our knowledge of the past is constructed from a range of sources.

### Diagrams



### Vocabulary

**Afterlife:** the place where the Egyptians believed they would go after death.  
**Artefact:** an object made during the period of study.  
**Burial:** where a person was buried after death.  
**Canopic jars:** special jars that held the organs of mummified bodies. The heart was left in the body.  
**Dynasty:** a period of time defined by a family line, events or culture.  
**Egyptologist:** an academic who studies the culture, language, art and archaeology of ancient Egypt.  
**Hieroglyphs:** a type of writing utilised in formal written accounts in ancient Egypt, which includes pictures and symbols.  
**Ma'at:** the ancient Egyptian concept of truth, order, and justice.  
**Mummification:** preservation of a body after death.  
**Papyrus:** a plant that grew by the Nile, which was used for paper.  
**Pharaoh:** a king in ancient Egypt.  
**Sarcophagus:** a stone coffin, typically adorned with a sculpture or inscription.  
**Temple:** a building devoted to worship.  
**Tomb:** a place for burying the dead.

### Intended Unit Outcomes

By the end of this unit, the children should have a secure knowledge of ancient Egypt's:

- **Chronology:** Old Kingdom, Middle Kingdom, New Kingdom, and the Graeco-Roman period should be identified and understood and the important monuments constructed within each period should be placeable by pupils. For example, children will know that the pyramids were built in the Old Kingdom. Children will understand that the Egyptian Empire is the period also known as New Kingdom Egypt.
- **Societal structure:** pharaonic periods involved a very clear social hierarchy, with the pharaoh being the most important figure in society. The pharaoh was responsible for: ensuring ma'at (balance of truth and order) was upheld, communicating with all deities, building temples, palaces and treasuries, quashing any unwanted rebellions, invasions and uprisings and ensuring that the annual Nile flood occurred and allowed people and the country to prosper.
- **Everyday life:** pupils will investigate what life may have been like for a 'typical' person in ancient Egypt, and the questions and problems of sources that are available to us to discover this. The children will look at Deir el Medina as a case study.
- **Religion:** Ancient Egyptian religion is a crucial unit of learning in this module. Sources such as the Book of the Dead, burials, artefacts (including artefacts relating to both private religion and funerary religion) and tombs paintings will be analysed.
- **Mummification process:** pupils will identify where, when and why this was done, and how this varied depending on the period and individual's wealth and status.
- **Art:** temples, tombs and wall paintings will be looked at in greater detail.
- **Pharaonic culture:** pupils will identify their role in society, how this changed over time, and why they were considered important.

### Sources and Artefacts

Pupils must understand the importance of artefacts to the study of ancient cultures. A crucial form of evidence and an exciting hook for the children, artefacts provide a sense of reality for studying this ancient civilisation. Artefacts the children will handle include jewellery, statuettes, canopic jars, papyrus, amulets, figurines and decorative plates. Written sources such as the Book of the Dead will be also be analysed.

### Historical investigation and enquiry skills

Pupils will be encouraged to think about, discuss and identify the importance of artefacts in posing historically valid questions, analysing ancient civilisations such as ancient Egypt and how evidence such as artefacts are used to make historical claims and help form historically valid opinions. Pupils will be taught the informative importance of artefacts in the study of ancient Egyptian society. Using a variety of sources, such as artefacts, written accounts and modern scholars' accounts, pupils will be encouraged to identify connections between each type of evidence and how each piece of evidence helps to create a clearer picture of the individual or period in question. For example, if the children were studying a particular burial as a case study, and amulets were one type of evidence, if we were to also look at the burial position of the individual, the engravings on the amulet, the other surrounding artefacts and any written sources available, this would provide a much clearer picture. Furthermore, an amulet and a written spell provide us with different information. Thus, by looking at both, we are providing ourselves with a much more detailed and clearer picture of that particular person's status, or of burial practices from the period in question.

### Timeline/Chronology

**3500 BC:** The first use of hieroglyphic symbols.  
**2600-2100 BC:** Old Kingdom.  
**c. 2055 BC:** The construction of Karnak Temple begins.  
**2000- 1650 BC:** Middle Kingdom.  
**1991 BC:** Earliest example of The Book of the Dead recorded (written on papyrus, spells originating from the Pyramid Texts).  
**1540:** New Kingdom begins.  
**1500 BC:** Deir el Bahri construction begins.  
**1472 BC:** Hatshepsut becomes co-regent (later declares herself ruler).  
**c. 1400 BC:** Luxor Temple construction begins.  
**c. 1391 BC:** Amenhotep III becomes pharaoh.  
**1353 BC:** Akhenaten becomes pharaoh.  
**1350 BC:** Completion of the Colossi of Memnon.  
**1346 BC:** Akhenaten moves the capital of Egypt to Amarna.  
**1336 BC:** Tutankhamun becomes pharaoh.  
**1279 BC:** Ramesses II becomes pharaoh.  
**1274 BC:** The Battle of Kadesh.  
**1244 BC:** Abu Simbel construction is completed.  
**1170 BC:** First recorded strike in history.  
**1100 BC:** Upper and Lower Egypt divide.  
**1075 BC:** New Kingdom ends.  
**332 BC:** Alexander the Great conquers Egypt and the Graeco-Roman period begins.  
**196 BC:** Rosetta stone constructed and carved.  
**30 BC:** Egypt becomes a Roman province.  
**395 AD:** Graeco-Roman period ends.  
**1922:** Howard Carter discovers Tutankhamun's tomb.