

| Key vocabulary | |
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| River Nile | River in Northeastern Africa |
| Pharaoh | a ruler of ancient Egypt |
| fertile | producing crops plentifully |
| pyramid | a massive structure built especially in ancient Egypt that usually has a square base and four triangular sides meeting at a point |
| hieroglyphic | a system of writing mainly in symbols |
| papyrus | the soft central part of papyrus stems pressed into writing material |
| Rosetta Stone | a famous ancient Egyptian artifact which helped to decipher hieroglyphics. |
| mummification | the process of preserving a body after death |
| tomb | burial chamber for dead people |



Year 3 Term 3

What were the achievements of the Ancient Egyptians?



Key knowledge:

1. There were other ancient civilisations in the world at the same time.



2. The Ancient Egyptians harnessed the River Nile as a natural resource which allowed the population to grow and settlements to develop.

- The river flooded every year making the soil very fertile. The Egyptians used this to grow crops. Some of the same farming techniques are still used in Egypt today.
- There were three seasons: Akhet (flooding), Peret (planting), and Shemu (harvesting).

3. They invented hieroglyphs to record their ideas. These were used on stone monuments and on papyrus.

- Hieroglyphics were only deciphered in the 1820s after the discovery of the Rosetta Stone.
- Egyptians made the first ever paper from reeds called papyrus.

4. The Egyptians built pyramids and tombs as places to bury their kings and queens (pharaohs). They were buried with things they would need in the afterlife.

- The first pyramid was built in 2630 BCE and all were built to the west of the River Nile.

5. Egyptians made a lot of discoveries about medicine and used this to mummify their dead.

- They understood about different organs, the brain and the heart.

6. Egypt became a part of the Roman Empire in 30 BCE, following the defeat of Marc Antony and Queen Cleopatra by Emperor Augustus.

Skills - We are historians

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| 1. Ask and answer who, what, how, where, why questions. | | 2. Sequence dates on a timeline using a dated scale. | | 3. Use a range of primary and secondary sources to find out about the past | | 4. Describe the impact of then on now | |
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