

History

All children – regardless of gender, starting point or background – will have the opportunity to engage with a high-quality history education. They will be equipped with the knowledge, skills and vocabulary to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, to provide an understanding of chronology, knowledge of significant individuals and events. We intend to inspire a sense of enjoyment and curiosity about history.

Ancient Egypt



Spring 2

Key Vocabulary:

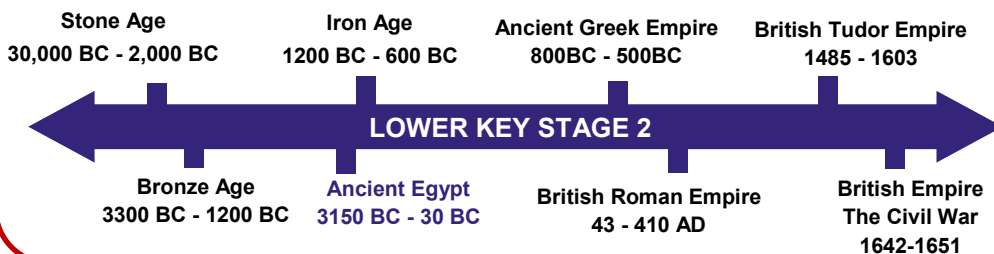
- Civilisation
- Social System
- Secondary sources

New Knowledge:

- We can use primary and secondary sources of information to help us learn about the past.
- Primary sources provide a first-hand account from a particular time period. These are original documents written by people who witnessed an event, or lived in the same time (letters, diaries, photographs and interviews).
- Secondary sources offer an analysis of primary sources (encyclopedias, books, news articles).
- The River Nile was very important to Ancient Egyptian Civilisation. The benefits include agriculture, trade, transport, food and resources.
- Scribes were the few Egyptians who could read or write. This was difficult, as they wrote in hundreds of hieroglyphics. It took up to 12 years to train.
- Howard Carter discovered the tomb of King Tut in 1925.
- Pharaohs and Queens ruled on behalf of a God. He or she set the laws and were considered half human and half God.
- The Ancient Egyptian social system had a strict hierarchy, with pharaohs at the top and slaves at the bottom.
- Pharaohs had pyramids built as tombs. One of which was The Great Pyramid at Giza.
- The pyramids were built as slaves.



Where does it fit in?



Religious & Cultural Diversity



Empires & Monarchy



Social Change



Displacement & Invasion