

**Year 3 Ancient Egypt Medium Term Plan**

<p><b>National Curriculum</b> Children should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p align="center"><b>Knowledge</b></p> <p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p>Disciplinary focus: change/continuity <i>How much did Ancient Egypt change over time?</i></p>
<p align="center">Lesson Focus</p>	<p align="center">Vocabulary</p>
<p>1. Howard Carter gets a big surprise</p>	<p>Valley of the Kings, archaeologist, excavate, tomb, ruler, ancient Egypt, remains, hieroglyphics, ebony, Tutankhamun</p>
<p>2. How did the ancient Egyptians live?</p>	<p>Historian, civilisation, Nile, Mediterranean Sea, kingdom crown, pharaoh, united, unity, taxes, tax, taxation, fertile, mine</p>
<p>3. How did ancient Egypt change over time?</p>	<p>Scribes, sacred carvings, overpower, enemies, pyramids, Giza, chariot, ankh</p>
<p>4. What did the ancient Egyptians believe?</p>	<p>Hawk, Amun Ra (god), Osiris (god), Isis (goddess), dependent, Ma'at (goddess), universe, order, flooded, Anubis (god), afterlife, underworld</p>
<p>5. What did the ancient Egyptians believe about death?</p>	<p>Soul, limb, decay, preserve, embalm, mummy, mummification</p>
<p>6. How did the ancient Egyptians write?</p>	<p>Rosetta Stone, translate, translation, inscription, cartouche, carved, papyrus</p>
<p>Synoptic task <i>In what ways did ancient Egypt change?</i></p>	