




Our Lady of the Wayside Catholic Primary School




History Overview – *Enter the Tomb* Year 5 In-Depth Study



Core Knowledge:

<p>Significant People</p> 	<ul style="list-style-type: none"> • Howard Carter is significant because he was a British archaeologist who discovered the tomb of Tutankhamun in 1922. • Howard Carter discovered the tomb inside the Great Pyramid of Giza, in the Valley of the Kings. • Tutankhamun is significant because his tomb gives historians a detailed insight into the Ancient Egyptian civilisation.
<p>Society</p> 	<ul style="list-style-type: none"> • The Ancient Egyptian civilisation began around 3100BC and ended in 30BC when the Romans invaded. • The Ancient Egyptians built pyramids as giant burial tombs for pharaohs. • Pharaohs were monarchs in ancient Egyptian society and had the most amount of power. • Pyramids contained many rooms including a burial chamber containing a mummified body and important objects for the afterlife. • Gold, jewellery, pottery and statues were often buried with the mummified body of the pharaoh. • Mummification was the process of preparing the body for burial and took place for rich Egyptians. • The Ancient Egyptians worshipped many gods and goddesses who they believed represented different aspects of nature such as the sun, the moon, life and death. • Pharaohs built temples and performed rituals to keep order and keep the gods happy. • After the Romans invaded, Ancient Egyptian beliefs died out and other religious beliefs took their place. • Houses were built from mudbricks with floors made from earth and contained a living room, a kitchen and bedrooms. • There was a large variety of jobs in Ancient Egypt including farmers, scribes, priests and doctors. • Children did not go to school like today but had apprenticeships where they learned a job or a trade. • Scribes wrote hieroglyphics, an early writing system using pictures and symbols, by carving in stone and using papyrus. • Farming was important because the flooding of the Nile and the fertile soil allowed the Ancient Egyptians to build a wealthy empire. • Ancient Egyptian farmers dug channels to divert flood water towards fields for farming known as irrigation.
<p>Legacy</p> 	<ul style="list-style-type: none"> • The Ancient Egyptians left a legacy including written language, farming and medicine. • Hieroglyphics inspired the first alphabets, including the Latin alphabet which is used today.

Historical Skills:

<p>Developing & Understanding Chronology</p> 	<ul style="list-style-type: none"> • Explain and use the word civilisation. • Use appropriate historical language to discuss events and periods. • Develop a timeline that shows historical events and time periods accurately.
<p>Using & Interpreting Historical Sources</p> 	<ul style="list-style-type: none"> • Choose reliable and useful sources of evidence to help to answer questions, giving reasons for the choices. • Give clear reasons why there may be different accounts of history. • Identify a line of historical enquiry.
<p>Explaining Historical Reasons</p> 	<ul style="list-style-type: none"> • Explain how significant people and events have impacted on society across time periods. • Explain reasons for historical events, the results of historical events, situations and changes. • Examine and explain causes and consequences of significant events.

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Comparing & Contrasting



- Identify similarities and differences between periods of history.
- Make links between events and changes within and across different time periods / societies.

Enquiry Questions:

- What did Howard Carter discover and when?
- What can we find out from pyramids?
- Why is Tutankhamun significant?
- What was mummification?
- What did the Ancient Egyptians believe?
- What was daily life like in Ancient Egypt?
- What is the legacy of the Ancient Egyptians?

Key Vocabulary:

archaeologist, tomb, Tutankhamun, Great Pyramid of Giza, Valley of the Kings, insight, civilisation, pharaoh, monarch, burial chamber, mummified, afterlife, mummification, ritual, scribes, apprenticeship, hieroglyphics, papyrus, Nile, irrigation

Cross-Curricular Writing Outcomes:

- ❖ *Writing to recount events: journalistic* – Journalistic recount of Howard Carter's discovery of the tomb
- ❖ *Writing to inform:* Non-chronological report about Ancient Egyptian beliefs e.g. gods and goddesses, mummification

Oracy Outcome:

- ❖ Record a TV documentary about the pyramids and Tutankhamun's tomb