

# Year 3/4: Summer Ancient and Modern Egypt



**Vocabulary:**  
**Afterlife**  
**Akhet**  
**Canopic jars**  
**Dynasty**  
**Egyptologist**  
**Hieroglyphics**  
**Mummification**  
**Papyrus**  
**Pharaoh**  
**Sarcophagus**



## What I already know:

Year 2  
**Stone Age**

## What I will learn now:

### Year 3

- Develop an understanding of the Ancient Egyptian time period.
- Understand the mummification process.
- Recognise the significance of the papyrus of Anti Tale.
- Consider the significance of the Pharaoh, Hatshepsut.
- Consider how Ancient Egyptian inventions are relevant today.
- Understand what everyday life was like for men, women and children.
- Understand what the Ancient Egyptians had in common with other ancient civilisations during this time period.

### Key Skills

- Chronology.
- Knowledge and Understanding.
- Enquiry.
- Analysing sources of information.

## What I will learn next:

Year 4  
**Romans:**  
**The Roman Empire and its impact on Britain**  
 The children will study a unit of British History where they will understand where the Roman Empire began and establish a chronological understanding of the Roman Invasion of Britain. They will use their evaluating skills of understanding the Roman's empire impact on Britain.

Year 4  
**Anglo Saxons:**  
**Britain's settlement by Anglo-Saxons and Scots**  
 The children will study another British history unit on how, when and why the Anglo-Saxons and Scots invaded Britain. The children will be investigating artefacts to discover what life was like in Anglo Saxon Britain

Year 5  
**Ancient Greece**  
 In this unit, the children will study an ancient civilization in detail and to compare and contrast ancient civilizations. They will compare what was happening in the Greek civilisation with what was happening in Britain at the same time.

Year 5  
**The Vikings**  
 The children will use evidence to build up a picture the Viking era. Select relevant sections of information. Use the library and internet for research with increasing confidence.