



History



Knowledge organiser – How did the civilisation of Egypt wax and wane? (UKS2)

What will we be learning? (follow on from Anglo-Saxons in LKS2)

Children can be introduced to the idea that ancient civilisations rose and fell for different reasons. They can learn about some of the aspects of life in Ancient Egypt including building, trade and religion. They will learn the importance of the Nile for irrigation and transport as well as the technological advances over this period of time. They will learn from archaeology how we know about Ancient Egypt and learn about key people during the civilisation. They will also learn how civilisations such as Greece and Rome overlapped with Ancient Egypt and ultimately brought about its decline.

Key knowledge

The civilisation of Ancient Egypt:

- Monumental building - Pyramids
- Trade – water travel along the Nile
- Religion – gods and goddesses
- Art – stylised images of the pharaohs
- Territorial conquest – Ramesses II
- Technological developments – City of Alexandria
- Decline – Cleopatra and the rise of Rome
- Enquiries:

Who built the Great Pyramid at Giza? Why did Hatshepsut send an expedition to Punt? What did Akhenaten do that made him so hated? What happened to Akhenaten's successors? Why do we remember Ramesses II? How did Ptolemy II contribute to trade? How did the civilisation of Egypt end?



Key Vocabulary	Possible Evidence
<p>Egypt, Egyptian, pharaoh, pyramid, trade, religion, territory, technology, archaeology, evidence, chronology, sources</p> <p>https://www.history-rocks.com/ancient-egyptians</p>	<ul style="list-style-type: none"> ▪ Can the children use information from a variety of sources to explain the pyramids came to be built? ▪ Can the children evaluate the usefulness of Herodotus as a source? ▪ Can the children create a board game that illustrates why Egyptians traded? ▪ Can the children demonstrate that they recognise that there will be different viewpoints of Akhenaten's actions? ▪ Can the children recognise features of Amarna art and suggest why images may have been changed? ▪ Can the children give reasons why Ramesses II ensured that only his version of events should be remembered? ▪ Can the children show how the Ancient Greek civilization has become fused with that of Egypt? ▪ ~ Can the children explain what Plutarch and Shakespeare are trying to do with their description of Cleopatra? ~ Can the children create an visual image of Cleopatra on her barge in an Egyptian style?