Ancient Egypt
Year 3 / Unit 1

Key Vocabulary

civilisation	an advanced state of human society
pharaoh	a ruler of Ancient Egypt
Nile	the longest river in Africa
pyramid	a large stone tomb
farming	growing crops and keeping animals for food
archeology	the study of human history usually through objects.
tomb	a place where a person is buried.
hieroglyphics	ancient writing using symbols and pictures.
afterlife	transition from one life into the next after death
mummification	Ancient Egyptian process for preparing a dead person for burial and the afterlife

Key Images



Pyramids



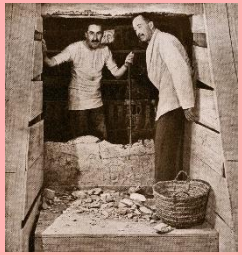
Nile River



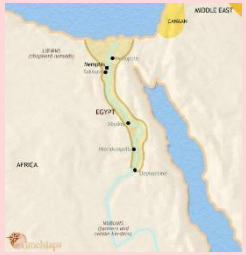
Tutankhamun



Hieroglyphics



Howard Carter



Ancient Egypt

Key Dates

3100BC	Ancient Egyptian civilisation begins
2600BC	The first pyramids are built
1332BC	Tutankhamun becomes pharaoh
1922AD	Howard Carter discovers Tutankhamun's tomb

Key Facts

The Nile provided water, food and fertile soil. Most towns and farms were built close to the river.

Pharaohs ruled Ancient Egypt. Egyptians believed pharaohs were chosen by the gods.

Pyramids were built as tombs for pharaohs. Egyptians buried valuable objects with the dead.

Egyptians preserved bodies as mummies.They believed people would need their bodies in the afterlife.

Egyptians used symbols and pictures for writing. Scribes were trained to read and write.

Howard Carter discovered Tutankhamun's tomb in 1922.

Sculpting Human Forms

Key Vocabulary

Proportions: the dimensions of an object and the relationships between height, width and depth.

Sculpture: a form of 3d art, often made by carving stone or wood or by casting metal or plaster

Sculptor: an artist who creates sculptures

Maquette: a sculptor's small preliminary model or sketch

Bronze: a yellowish-brown alloy of copper with up to one-third tin.

Marble: a type of hard metamorphic rock often used for sculpture

Artist Facts:

- Barbara Hepworth was born Wakefield, Yorkshire in 1903
- He studied at Leeds College of Art and the Royal College of Art in London alongside Henry Moore
- After college, she spent 2 years living in Italy
- When World War 2 started, she moved to St Ives in Cornwall with her husband and 4 children
- She lived in St Ives for the rest of her life
- Her sculptures were exhibited around the world
- She worked in other mediums as well including photography and oil paint

Style and Influences

Modernism: an art movement from the first part of the 20th Century, characterised by bold new experimental styles and forms.

Public art: art which is visually and physically accessible to the public.

Abstract: an art movement that doesn't attempt to represent an accurate depiction of reality but instead use shapes, colours and forms to achieve an effect



Barbara Hepworth
British abstract sculptor
10th January 1903 – 20th May 1975

Similar Artists:



Henry Moore
British sculptor

Famous Sculptures:



Mother and Child – 1934



Infant – 1929



Musician – 1929



Two Heads – 1932



Child Mother - 1972

Jigsaw RE Knowledge Organiser

Religion/Worldview: Sanatana Dharma	Enquiry Question: Who is God to Sanatanis?	Age: 5-7

In this enquiry, the children look at the Sanatani beliefs in God and how these beliefs are formed into images and murtis. They consider the stories and symbols and how these beliefs impact on a believer's daily life

Core Knowledge (see also background information documents)	**Link to other aspects of belief**	**Personal connection / resonance**
• Sanatanis believe in a universal soul or God called Brahman. Brahman takes on many forms. Brahman, the supreme spirit, basically underpins and permeates everything. Sanatana Dharma is a MONOTHEISTIC religion. Brahman is one god in many forms. • Sanatanis believe that there is a part of Brahman in everyone and this is called the Atman. • Sanatanis are comfortable with using images and objects (often called murtis) to portray God. Sanatanis do not *worship* these but worship Brahman *through* them. Sanatanis are free to worship God in a variety of colourful forms. <u>Trimurti</u> Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva <u>Ganesha</u> One of the most easily identifiable Sanatani deities due to his large elephant head. He is known as the remover of obstacles and is very popular. <u>Lakshmi</u> Lakshmi is one of the most popular deities and is known as the goddess of wealth and purity.	• The use of murtis – images of the deities • The use of symbolism in the murtis • Worship at home using a home shrine or mandir • Worship in the temple – the way the murtis are respected and 'woken up' each morning Offerings given in the temple and distributed around the community	• What are my thoughts on the existence of God? • Do I think every living thing deserves respect? • How would I treat the world and everything in it, if I believed there was an important spark of life in it all?

Key Terms and definitions	**History/Context**	**Impact on believer/daily life**	**Spiral curriculum link**
Brahman: The Supreme Power -God **Brahma:** creator **Vishnu**: preserver **Shiva:** destroyer **Atman**: part of Brahman – in everyone	Sanatani beliefs about God have developed over a long period of time – Brahman is the name of God. Brahman is represented in many deities each with different roles or responsibilities	• Sanatanis can choose which deity to use in their worship and have a home shrine so they can worship each day. • The choice of deity often has resonance within the family	This unit is the basis of all the following Sanatana Dharma enquiries. The next is on Divali which remembers an avatar of Vishnu, Rama.

Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 7-8

Puzzle overview: Being Me in My World

In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.

Knowledge	Social and emotional skills
• I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	• I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter

Vocabulary

achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries

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