



# Setting up a timeline

Use a scale of 1cm = ten years to set up a timeline.

1. What will be the length of 100 years?  .....
2. What will be the length of 1,000 years.  .....
3. Make a timeline out of strips of card that is 5,200 years long.
4. At the right hand side of the timeline use a ruler to measure back in years to the year 2,000 and make a mark.
5. Now measure back 1,000 years and make another mark.
6. Repeat step 5 four more times.
- 7 Measure back another hundred years and make a mark.
- 8 On the timeline label 2000 AD, 1000 AD, 0, 1000 BC, 2000 BC and 3000 BC.
9. On your timeline mark:
  - a) The first known records of Egyptian civilisation 3000 BC.
  - b) The reign of King Khufu (2589–2566 BC) who built the largest pyramid in the picture.
  - c) The reign of King Khafre (2558–2532 BC) who built the second largest pyramid in the picture.
  - d) The reign of King Menkaure (2532–2503 BC) who built the smaller of the three large pyramids in the picture.
  - e) The reign of King Tutankhamun (1334–1325 BC) for whom the golden mask was made.
  - f) 31 BC the end of the Egyptian civilisation.
10. Once the dates have been marked you may like to make flags bearing Egyptian numbers and stick them on the timeline.

# Setting up a timeline

## Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

## Resources

Copies of the worksheet. Strips of card about five cm wide which can be measured into 300 year lengths and stuck together, sticky paper, card for making flags.

## Using the worksheet

This worksheet builds on the worksheet **1B** by developing the idea of how long ago the Egyptian civilisation began. It also helps to show that all the objects that are studied were not made at the same time. Step 10 of the activity gives the students an opportunity to use their knowledge of Egyptian numbers. The timeline that is produced by each group can be used by them to add extra information as they work through the student book, and web site.

## Younger students

The students will need a great deal of help with the BC numbers and in the understanding of which number in a king's reign is the earlier one and which is the later one. You may wish to spend some time on this or prepare a class timeline with one group while others make flags as described in step 10.

## Outcomes

The students can:

- Understand that the Egyptian civilisation existed a long time ago and lasted for a very long time.
- Understand that all Egyptian objects (buildings and artefacts) were not produced at the same time.

## Older students

The students can work in small groups and each group can produce a timeline. Some students may need help in marking BC dates and understanding which number in a king's reign is an early one and which number is a later one.

## Outcomes

The students can:

- Understand that the Egyptian civilisation existed a long time ago and lasted for a very long time.
- Understand that all Egyptian objects (buildings and artefacts) were not produced at the same time.
- Identify a later year in a king's reign from an earlier one when considering dates BC.