

SPRING TERM CURRICULUM																													
Main Focus: Geography																													
Title: How important are rivers to people's lives?																													
NC Requirements for Geography	Knowledge	Skills																											
<p>Contrasting locality Human and physical geography Describe and understand key aspects of human geography:</p> <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water describe and understand key aspects of: physical geography, rivers <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Link to Nursery-Ourselfs Link to Nursery-Living Things Link to Reception-Ourselfs Link to Reception-Farming Link to Y1-Seaside Link to Y2-Rainforest Link to Y5-Anglo Saxons and Vikings</p> <p>Egypt is located in the north-east corner of Africa and is well – known for it's history and culture. Much of Egypt is covered in desert and there is very little rain. Features of deserts WHO DOES HOT AND COLD PLACES? Y1 Who else is doing climates? How this affects settlements – link to history Climate change influenced the movement of the Anglo-Saxon invaders to Britain. These people began looking for lands to settle in places that were not likely to flood. Egypt's natural resources include petroleum, natural gas, phosphates, and iron ore.</p> <p>Rivers of the World – to compare the Nile to – uses now and in the past. Rivers of the world – Source to Sea / Compare countries climates at same time? How rivers are used to produce energy? Environmental issues! Major settlements along these major rivers studied. The Nile is the main river that flows through Egypt.</p> <table border="1"> <thead> <tr> <th>River</th> <th>Source</th> <th>Mouth</th> </tr> </thead> <tbody> <tr> <td>Amazon</td> <td>Peru</td> <td>Venezuela/ Atlantic Ocean</td> </tr> <tr> <td>Ganges</td> <td>Himalayas</td> <td>Bay of Bengal</td> </tr> <tr> <td>Mississippi</td> <td>Lake Itasca, Minnesota</td> <td>Gulf of Mexico</td> </tr> <tr> <td>Murray River</td> <td>Australian Alps</td> <td>Indian Ocean</td> </tr> <tr> <td>Nile</td> <td>Rwanda rainforest</td> <td>Mediterranean Sea</td> </tr> <tr> <td>Thames</td> <td>Thames Head, Gloucestershire</td> <td>North Sea – Thames Estuary</td> </tr> <tr> <td>The Volga</td> <td>Valdai Hills, Russia</td> <td>Caspian Sea</td> </tr> <tr> <td>The Yangtze</td> <td>Tibetan Plateau, Asia</td> <td>East China sea at Shanghai</td> </tr> </tbody> </table> <p>Do you think we should include some rivers from where the Vikings came from too? Göta älv Together with Göta älv, which it is called as the river has passed through the lake Vänern, thus regarded as an entity, Göta älv—Klarälven is the longest river in Scandinavia and in the Nordic countries and its Swedish part the longest river of Sweden.</p> <p>Journey of a river -</p> <ul style="list-style-type: none"> Rivers form on high ground and it changes as it journeys to the sea. 	River	Source	Mouth	Amazon	Peru	Venezuela/ Atlantic Ocean	Ganges	Himalayas	Bay of Bengal	Mississippi	Lake Itasca, Minnesota	Gulf of Mexico	Murray River	Australian Alps	Indian Ocean	Nile	Rwanda rainforest	Mediterranean Sea	Thames	Thames Head, Gloucestershire	North Sea – Thames Estuary	The Volga	Valdai Hills, Russia	Caspian Sea	The Yangtze	Tibetan Plateau, Asia	East China sea at Shanghai	<ul style="list-style-type: none"> I can explain why many cities are situated on or close to rivers I can describe the journey of a river from source to sea and explain the different features along the course of a river I can describe the economic features of a location and explain how they affect living in that place I can explain why people may choose to live in one place rather than another I can explain some of the land use patterns of different places
River	Source	Mouth																											
Amazon	Peru	Venezuela/ Atlantic Ocean																											
Ganges	Himalayas	Bay of Bengal																											
Mississippi	Lake Itasca, Minnesota	Gulf of Mexico																											
Murray River	Australian Alps	Indian Ocean																											
Nile	Rwanda rainforest	Mediterranean Sea																											
Thames	Thames Head, Gloucestershire	North Sea – Thames Estuary																											
The Volga	Valdai Hills, Russia	Caspian Sea																											
The Yangtze	Tibetan Plateau, Asia	East China sea at Shanghai																											

<p>Understand geographical similarities and differences through the study of human and physical geography of a</p> <ul style="list-style-type: none"> region in a European country (Egypt) 	<ul style="list-style-type: none"> our local river is the River Don ivers have sources, channels, tributaries and mouths, ivers receive water from a wide areas and flows eventually into a lake or the sea. The water flows naturally downwards, sometimes underground and eventually to the sea. <p>Link this to the Nile in Egypt. Study the shape of the river and how it affected transportation, settlements, it's use etc. The Nile Delta is one of the world's largest river deltas—from Alexandria in the west to Port Said in the east, it covers 240 km (150 mi) of Mediterranean coastline and is a rich agricultural region. From north to south the delta is approximately 160 km (99 mi) in length.</p> <p>As a result of the dam's construction, the Nile actually begins its flow into Egypt as Lake Nasser, which extends southwards from the dam for 320 km to the border and for an additional 158 km within Sudan. Lake Nasser's waters fill the area through Lower Nubia (Upper Egypt and northern Sudan) within the narrow canyon between the cliffs of sandstone and granite created by the flow of the river over many centuries. The fertility and productivity of the land adjacent to the Nile depends largely on the silt deposited by floodwaters. The agricultural industry is dependent on irrigation from the Nile river.¹</p> <p>Key vocabulary</p> <p>river a flowing, moving stream of water stream A small, fast flow of water canal Waterways built by people used for shipping and transport. reservoir The store of water that is help back by a dam lake Large bodies of water that are surrounded by land and are not part of an ocean sea A huge body of salt water source Where a river begins its journey channel The path of a river</p> <p>levee a ridge of sediment deposited naturally alongside a river by overflowing water. tributary A small river or stream that meets a large river mouth Where the river enters the sea confluence Where two rivers meet meander A winding bend in the river delta a landform created by deposition of sediment that is carried by a river as the flow enters slower-moving or stagnant water eg where a river enters an ocean, sea, estuary, lake, reservoir</p> <p>Estuary The last section of the river before the sea Water cycle The journey of water on the Earth – recap from Y4?</p> <p>Continent of Africa – key details</p> <p>Egypt - a country linking northeast Africa with the Middle East, dates to the time of the pharaohs. Millennia-old monuments sit along the fertile Nile River Valley, including Giza's colossal Pyramids and Great Sphinx as well as Luxor's hieroglyph-lined Karnak Temple and Valley of the Kings tombs.</p> <p>Egypt has coastlines on the Mediterranean Sea, the River Nile, and the Red Sea. Egypt borders Libya to the west, the Gaza Strip to the northeast, and Sudan to the south. Egypt has an area of 1,002,450 km² (387,050 sq mi) which makes it the 31st largest country in the world.</p> <p>4 physical reagions:</p> <ol style="list-style-type: none"> Nile Delta – see above (rivers section) 	<ul style="list-style-type: none"> I can identify the main characteristics of Egypt I can locate Egypt in relation to the UK I can name and locate desert regions in an atlas I can use 8 points of a compass I can use Ordnance Survey symbols and 6 figure grid references
---	--	---

	<p>2. Western Desert - covers an area of some 700,000 km², thereby accounting for around two-thirds of Egypt's total land area. This immense desert to the west of the Nile spans the area from the Mediterranean Sea southwards to the Sudanese border.</p> <p>3. The Eastern Desert - mountainous. Arid, defoliated, rocky hills running north and south between the Sudan border and the Delta. The hills reach elevations of more than 1,900 m. The region's most prominent feature is the easterly chain of rugged mountains, the Red Sea Hills, which extend from the Nile Valley eastward to the Gulf of Suez and the Red Sea</p> <p>4. Sinai Peninsula - Similar to the desert, the peninsula contains mountains in its southern sector that are a geological extension of the Red Sea Hills, the low range along the Red Sea coast that includes Mount Catherine (Ibal Katrinah), the country's highest point, at 2,642 m above sea-level. The Red Sea may have been named after these mountains, which are red.</p> <p>Agriculture and tourism are the key economic activities in the country. The capital, Cairo, is home to Ottoman landmarks like Muhammad Ali Mosque and the Egyptian Museum, a trove of antiquities. Currency: Egyptian pound Population: 98.42 million (2018) Flora / Fauna Cities / settlements and their location - Egypt, Morocco, Africa, Cairo, Casablanca Sahara Desert, Red Sea, Atlas Mountains Vocab: desert, plateau, barbary lion, papyrus, Nile River</p>	
--	---	--

NC requirements SCIENCE	Knowledge	Skills
<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	<p>Link to Nursery-Ourselfs Link to Nursery-Living Things Link to Reception-Ourselfs Link to Reception-Farming Link to Y1-Animals Link to Y2-Rainforests Link to Y3-Animals Link to Y3-Stone Age to Iron Age Link to Y4-Human Body Link to Y6-The Environment</p> <p>Know the definition and some examples of:</p> <ul style="list-style-type: none"> mammal, amphibian insect bird (link to Y1 Animals, including humans) <p>Children learned life cycle of a chick in Reception and life cycle of a frog in Y2</p> <p>Humans as mammals – develop inside their mothers and are dependent upon their parents for many years until they are old enough to look after themselves</p> <p>Amphibians are laid in eggs then go through many changes until they become an adult. Some animals such as insects, go through metamorphosis to become an adult.</p>	<p>INVESTIGATIONS</p> <p>Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world</p> <p>Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs</p> <p>Observe changes in an animal over a period of time</p> <p>WORKING SCIENTIFICALLY</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing</p>

<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. puberty 	<p>Birds are hatched from eggs and are looked after by their parents until they can live independently.</p> <p>Know that reproduction is the process of new living things being made. Know that reproduction occurs in mammals including humans and sexual reproduction is used to produce their offspring. The male sex cell, (sperm) fertilises the female sex cells. The fertilised cell divides into different cells and will form a baby with a beating heart. The baby will grow inside the female until the end of the gestation period when the baby is born.</p> <p>Know that some living things, such as plants, have both male and female sex cells. Other contain either male or female – not both. Asexual reproduction is where one parent is needed to create an offspring which is an exact replica of the parent.</p> <p>Plant reproduction (to know the life cycle of a flowering plant) (link to Y3 Plants – children learned parts of a plant and flower but not reproductive process)</p> <p>Most plants contain both male cells (pollen) and female cells (ovules) but most cannot fertilise themselves.</p> <p>Know the reproductive parts of a flowering plant:</p> <p>Female parts:</p> <ul style="list-style-type: none"> stigma style ovum ovules <p>Male parts:</p> <ul style="list-style-type: none"> stamen pollen filament <p>Other important parts that help in the process:</p> <ul style="list-style-type: none"> petal sepals nectar <p>Know the processes involved in reproduction: Pollination - the transfer of pollen to a stigma, ovule, flower, or plant to allow fertilization. It can occur by:</p> <ul style="list-style-type: none"> wind explosion insects animals / humans water <p>depending on the type of plant.</p> <p>For insect pollination, it is attracted to the plant by:</p> <ul style="list-style-type: none"> its scent its colourful petals markings on petals direct it to the nectar at the base of the petals 	<p>accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>
--	---	---

Fertilisation – the pollen from the stamen of one plant is transferred to the stigma of another plant. The pollen travels down the style to the ovules.

Some plants use asexual reproduction to create a new plant which is identical to the new plant:

- daffodils
- potatoes
- spider plants
- strawberries

Key vocabulary

- | | |
|-------------------------------------|---------------|
| • reproduction (sexual and asexual) | life cycle |
| • gestation | metamorphosis |
| • fertilisation | pollination |
| • stigma | style |
| • ovum | ovules |
| • stamen | pollen |
| • filament | petal |
| • sepal | nectar |

Animals including humans

Know the changes as humans develop to old age:

Our cells do not regenerate as quickly in old age, which affects the extent to which organs can function normally. This also makes the immune system weaker and less able to fight diseases. This makes it more likely that illnesses will be fatal.

Stages in human life cycle:

Fertilisation: male and female cells fuse together.

Prenatal: the cells develop and grow into a foetus inside the mother's uterus. After around 9 months the baby is born.

Infancy: rapid growth and development. Learn to walk and talk.

Childhood: children learn new skills and become more independent.

Adolescence: the body starts to change over a few years. The changes occur to enable reproduction during adulthood.

Much more independent.

Early adulthood: the human body is at its peak of fitness and strength

Middle adulthood: Ability to reproduce decreases. There may be hair loss or hair may turn grey.

Late Adulthood: leading a healthy lifestyle can help to slow down the decline in fitness and health which occurs at this stage.

Key vocabulary as in above but in relation to humans in addition to :

- **puberty**
- **menstruation**
- **gestation** -the period of time that a mammal carries her offspring, or babies, inside her body before giving birth. The length of gestation is different for each type of mammal. Human gestation, or pregnancy, lasts about nine months. An elephant's gestation lasts about 22 months.
- **Hormones** - a regulatory substance produced in an organism and transported in tissue fluids such as blood or sap to stimulate specific cells or tissues into action.
- **conception** - the action of conceiving a child or of one being conceived.

Animals including humans

I can describe the changes as humans develop to old age including puberty

(Upper Key Stage 2) **Working scientifically**

	<ul style="list-style-type: none"> • cells - the smallest structural and functional unit of an organism, which is typically microscopic and consists of cytoplasm and a nucleus enclosed in a membrane. • immune system - the organs and processes of the body that provide resistance to infection and toxins. • fatal - causing death • life expectancy – the length of time an animal, on average, is likely to live. <p>The main changes that occur during puberty: During Puberty physical changes occur to make the body ready for reproduction. All parts of the body grow in puberty but not necessarily at the same rate.</p> <p>-boys and girls grow hair in their arm pits. Boys grow hair on more body parts than girls (chest and face). -Spots on the face/skin becomes oilier -sweat glands produce more sweat -grow taller -grow pubic hair</p> <p>GIRLS: girls begin their period/menstruation girls develop breasts</p> <p>BOYS: The male sexual organs develop. This includes the testicles, scrotum and penis. The testicles produce the hormone testosterone which stimulates the production of sperm, develops a deeper voice (larynx grows—voice box) bigger muscles as well as causing body and facial hair.</p> <p>What girls should expect at particular stages in human development: Menstruation: Ovaries produce the hormones oestrogen and progesterone. They also produce eggs. All girls going through puberty start their periods – this means they have started to produce eggs. The hormones in your body that cause changes to occur during puberty may also affect your mood. You may have highs and lows and feel a bit more emotional especially near the time of your period.</p>	<ul style="list-style-type: none"> · Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. · Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. · Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. · Can use tests results to make predictions to set up further comparative and fair tests. · Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other
--	---	---

NC requirements HISTORY	Knowledge	Skills
The achievements of the earliest civilisations –a depth of study of Ancient Egypt	<p>Historical Vocabulary - cause and effect, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, modern British values, laws,</p> <p>General Vocabulary – invasions, expansion, kingdoms, settlements, village life, peasantry, hierarchy, laws and justice, withdrawal, contexts cultural, economic, military, political, religious, social history, short and long term timescales, civilisation, gender, period/era, achievements, influence, scholars, dynasties, symbolic, renowned, conquer, comparison, calendar, astronomy, observatory, wisdom, community, impact, merchants, archaeologists, complexity, follies of mankind, successful leaders, contrasting, arguments and interpretations.</p> <p>Topic Specific vocabulary Archaeologist A person who studies the lives of people who lived in the past. Afterlife A world the ancient Egyptians believed they would travel to after death. curse- A statement or warning supposed to inflict harm on someone or something</p>	<p>I can use the appropriate historical terms – era, civilisation, impact, development, ancient, modern</p> <p>I can construct informed responses by selecting and organising relevant historical information into a form that communicates what they have learned about the River Nile / Ancient Egypt.</p> <p>I can give some reasons for and show understanding that different versions of what happened in Ancient Egypt may exist.</p>

	<p>hieroglyphics A method of writing used by the ancient Egyptians that used pictures to represent objects, sounds, actions and ideas.</p> <p>Mummy/ mummification a dead body that has been specially preserved/the process of making a mummy</p> <p>Sarcophagus a large stone coffin for a mummy</p> <p>sphinx A fictional creature with the body of a lion and the head of a pharaoh.</p> <p>tomb A stone structure or underground room where someone is buried .</p> <p>The Nile played an important part in the life of the ancient Egyptians. It provided water, food, transportation and excellent soil for growing food.</p> <p>The people of ancient Egypt built cities, temples, palaces and pyramids on both sides of the river and created a great civilisation.</p> <p>The rest of the people were organised into a very strict hierarchical system of viziers; nobles; scribes; priests; farmers, craftspeople and soldiers; peasants and slaves. These viziers were officials who were of high importance and served the pharaoh.</p> <p>The Valley of the Kings was a valley in Egypt where many tombs were built for those of high importance.</p> <p><i>The Egyptian people were ruled by a Pharaoh. Pharaohs were the richest and most powerful kings or queens and were believed to be messengers of the gods.</i></p> <p>Khafra, c2558 – 2532 BC - Modelled for the Great Sphinx that guards the pyramids.</p> <p>Thutmose III, c1479-1425 BC was very young when he became king, so Hatshepsut ruled in his place until her death in 1458 BC.</p> <p>Hatshepsut, c1473-1458 BC was one of Egypt's most successful female pharaohs</p> <p>Tutankhamun, c1336-1327 BC became pharaoh when he was only eight or nine years old and Egypt's oldest religion was restored during his rule.</p> <p>Ramesses II, c1279 – 1213 BC Ramesses had many monuments built.</p> <p>Cleopatra VII, c51-30 BC was the last pharaoh of Egypt and ruled with the help of two Roman leaders, Julius Caesar and Mark Antony.</p> <p><u>TIMELINE OF KEY EVENTS:</u></p> <p>6000 BC Early people settled in the Nile Valley</p> <p>5000 BC Egyptians farmed sheep and cattle and grew wheat and barley on the fertile valley</p> <p>4500 BC Sails were used on ships for the first time and ships were used as transport</p> <p>3500 BC Craftsmen made first wall paintings using hieroglyphics</p> <p>3000 BC Walled towns and villages were built using mud and bricks</p> <p>2500 BC Egyptians built the Great Sphinx and Great Pyramid at Giza</p> <p>1550 BC Many of the Royal tombs are built in the Valley of Kings</p> <p>1325 BC Tutankhamun is buried</p> <p>332 BC Egypt is invaded by Alexander the Great and ruled by Greek kings</p> <p><u>Egyptian Gods</u></p> <p>Ancient Egyptians believed that different gods and goddesses ruled the world with each one representing an aspect of life.</p> <p>Ra was the most important Egyptian god.</p> <p>Anubis was the god of embalming and the dead.</p> <p>Ma'at was the goddess of truth, justice and harmony</p>	<p>I can describe / make links between ancient and modern Egypt and particularly the changes within and across different periods/societies in the use of the River Nile.</p> <p>I can describe / make links between religious aspects of life within and across different periods both ancient and modern.</p> <p>Skills vocabulary</p> <p>Deduction</p> <p>Inference</p> <p>Organising</p> <p>Information</p> <p>Chronology</p> <p>Comparison</p> <p>Observation</p> <p>Discussion</p> <p>Research</p> <p>Reflection</p> <p>Interpretation</p> <p>Questioning – historically valid</p> <p>Perceptive questions</p> <p>Investigate</p> <p>Forming conclusions</p> <p>Making links</p> <p>Historical perspective</p> <p>Judgement</p>
--	---	---

Tefnut was the goddess of moisture and the mother of the sky and the earth

Writing and Communication

The word hieroglyphics comes from the Greek translation 'holy writing'. You can see examples of this writing on ancient Egyptian artefacts like wall carvings, pottery and the papyrus paper. The hieroglyphs are the ancient written language which uses symbols and pictures. We've found how to read the hieroglyphics to understand how the ancient Egyptians lived.

Why did they write them?

The ancient Egyptians thought it was important to write down all the information they could about their kings and their religion. So they made the hieroglyphs to tell people in the future what happened. They mainly used them in religious texts, on statues and in tombs.

Who wrote them?

Not everyone could read and write the hieroglyphs; only a group of people called scribes would learn how to do it. The scribes would almost all be men but there is proof of female doctors who could also read them for understanding medical texts. To become a scribe you would need to go to a special school. At school you would learn to read and write hieroglyphic and other scripts. The children would spend hours writing on sheets of papyrus and practise on pieces of rock and pottery

Where would they write them?

In school, in the fields, in tombs, in temples

How can we read them?

The secret to reading the ancient Egyptian text was found in 1799 when the Rosetta stone was uncovered. It is called this because it was found in a town in Egypt with the same name. The text on the stone is thought to have been written by priests. It took twenty years to translate. It is inscribed in three parts; the top and middle texts written in Ancient Egyptian hieroglyphic script, and the bottom written in Ancient Greek.

Hieroglyphs can be written from the top to the bottom of the page, or across the page just as we write.

The Egyptians wrote the names of their kings and queens

Transport

The Nile River was basically a "water highway" that joined the country together. Unless it was through walking or by animal, travelling by land was virtually unknown. Boats and ships were the primary source of transportation for both people and goods around the country.

The simplest type of boat used in ancient Egypt was the skiff, made from papyrus reeds that were tied together. Since the reeds are filled with air pockets, they are particularly buoyant. Skiffs were used for fishing and hunting game in the marshes, or for travelling short distances. Large wooden ships were equipped with square sails and oars. Their planks, held together with rope, expanded in the water, making the vessel watertight.

The roads were little more than paths. To get around on land, people walked, rode donkeys or travelled by wagon. They carried goods on their head, but the donkeys hauled heavier loads.

The wheel was probably introduced into Egypt by the Hyksos, an Asiatic people who invaded the country and ruled it in the fifteenth and sixteenth dynasties. The Hyksos most likely had horse-drawn chariots, which were used in warfare. New Kingdom pharaohs and nobles adopted this mode of transportation for hunting expeditions, but it was not used for travel by the common people

<https://www.historymuseum.ca/cmce/exhibitions/civil/egypt/egcl04e.html>

Crime and Punishment

Egypt's first laws emerged under King Menes around 2950 B.C. Different pharaohs had own approaches to law and order. Pharaohs held supreme authority in settling disputes, but they often delegated these powers to other officials such as governors, viziers, and magistrates, who could conduct investigations, hold trials, and issue punishments. Ancient Egyptian law was not set in stone.

Crimes in ancient Egypt tended to be divided into two categories: against the state / against individuals. Desertion, treason, and slandering the pharaoh fell into the first, while acts such as homicide, injury, robbery, and theft fell into the second.

Trial by Jury - The kenbet (secular court) was like a jury.

Two major kenbets in Memphis and Thebes functioned like a high court. The major kenbet juries consisted of higher-ranking members of society, such as scribes of the vizier of Thebes or police chiefs.

Dealt with civil issues such as nonpayment for goods or services, disputes and quarrels between neighbors, theft, injuries, and calumnies.

Empowered to administer punishments for the minor offenses which usually entailed the guilty party suffering a beating. In a few cases, when a kenbet could not reach a decision, it would recommend that the question be submitted to the oracular statues for resolution.

For serious crimes, the vizier served as judge and could dole out punishments or grant pardons.

When people were convicted of crimes, the penalties depended both on the severity of the offense and their level of involvement.

stealing = returning the stolen object and paying its rightful owner double or triple its value. If someone stole from a temple, however, the punishment was more severe: it could include paying a hundred times the value of the object, corporal punishment, or even death. Criminal punishment tended to be administered immediately rather than by means of a long sentence.

Little evidence has been found for imprisonment in ancient Egypt. Forced labor was common, and criminals were also threatened with exile to Nubia, where scholars believe they were put to work in mines.

Corporal punishment = public beatings, brandings, or mutilations.