

History: Ancient Egypt Lesson 1

LO: To investigate images from Ancient Egypt

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p>CCL – Art (looking at images), English (questioning, speaking and listening), History skill: Inference and deduction</p> <p>Explain to children that over the next three weeks they are going to be learning about Ancient Egypt (AE).</p> <p>Today they are going to be detectives and see what they can find out about AE by looking at pictures. Tell them there are three key questions today. The first two are:</p> <p>1. What can you see? 2. What does this tell you about AE?</p> <p>Show image from a tomb painting (see link in Resources list) and model going through the questions above. Details on the image can be found here http://www.britishmuseum.org/explore/highlights/highlight_objects/aes/n/nebamun_hunting_in_the_marshes.aspx</p> <p>First - What can you see? Ask children to talk to the person next to them about what they can see. Share ideas. CT to model annotating around picture. Explain that guesses are fine – especially if they can explain why they think that. E.g. I think this might be a weapon because it looks like he’s about to hit the bird.</p>	<p>Activity – MA groups</p> <p>1 laminated image on piece of A3 paper per table. (It has been assumed there are 5 tables) Groups to rotate around the tables so they see all the images. At their table, children to have time to answer the first two questions around the picture using whiteboard pens. Children to record their questions onto sugar paper. CT to determine how long to spend at each table – probably longer to start off with, and less time at the end when they’ll mostly be reading what previous groups have come up with.</p> <p>EAL / SEN: Mixed ability groups, images, modelling, word bank</p> <p>Speaking frame:</p> <p>I think this might be ... because ...</p> <p>G&T: Thinking skills developing inference & deduction. Referring to evidence to justify opinions.</p>	<p>Children to return to their original table and look at the list of questions generated for that image on the sugar paper.</p> <p>Each pair on the topic table to choose a question from the list to write on a post-it. Children must record which image their question refers to (they are numbered).</p> <p>CT to collect in questions and children can have a go at answering some of them.</p> <p>CT to point out the difference between knowing something, and using our knowledge to make an intelligent guess.</p> <p>Post-its and images to be displayed in future lessons to be referred to – working wall if possible.</p>
<p>Second - What does this tell you about AE?</p> <p><i>You can see a boat – so you know that the Egyptians knew how to build boats.</i> What skills do they have? <i>Hunting, woodwork, painting (the image itself is a painting)</i> What can you tell about the climate? <i>Must be warm as he’s not wearing much!</i> What do you think the relationship is between the people? <i>E.g. I think the one below might be a servant because she is sitting down and smaller...</i></p>	<p>Assessment</p> <p>CT to photograph or photocopy the laminated sheets at the end of the lesson (ideally colour). These photos can be shrunk to be put in books if required. Children can write comments on the activity in their books while it’s fresh in their mind. Ideally laminated sheets and chosen post-it questions should be displayed throughout unit. Final lesson will return to these questions to see how many have been answered.</p> <p>Success Criteria: I know that places change over time. I can look at an image and think about what it teaches me. I can ask questions inspired by an image.</p>	<p>RESOURCES</p> <p>Bold = in pack Not bold = needs to be provided by school</p> <p>1 magnifying glass per group Sugar paper Whiteboard pens Marker pens Post-its</p> <p>Image for whiteboard for modelling in main teaching: http://www.britishmuseum.org/collectionimages/AN00244/AN00244330_001_1.jpg</p> <p>Images for table: These links take you to a page where the high res image is available, and the pages also contain paragraphs of information about each image for the teacher’s reference.</p>

History: Ancient Egypt Lesson 1 *Continued*

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Main teaching		Plenary
<p>Now you've thought about all this evidence your eyes are giving you, and using your prior knowledge. The final question is a bit trickier:</p> <p>What questions does this image put in your head? What does this picture make you want to know about the Ancient Egyptians?</p> <p>Split children into pairs and then share some questions. Children to record one question between two onto a post-it note. CT to collect questions</p> <p>Explain main activity and emphasise there are no wrong answers if you can justify yourself.</p>		<ol style="list-style-type: none">1. http://www.britishmuseum.org/explore/highlights/highlight_objects/aes/f/fragment_of_painted_plaster_-4.aspx2. http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1161746&partId=1&searchText=ancient+egypt+painting&images=true&page=23. http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=112653&partId=1&searchText=YCA67998&page=14. http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=112643&partId=1&searchText=ancient+egypt+painting&images=true&page=25. http://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=684664001&objectId=114910&partId=1

History: Ancient Egypt Lesson 2

LO: To know how Egypt changed over time

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p>CCL – Numeracy (number line), Literacy (speaking and listening, sequencing, comprehension) History skill: Inference and deduction, evaluating evidence</p> <p>Explain that today we're going to be thinking about Egypt and how it has changed over time.</p> <p>DO NOT GIVE OUT WORKSHEETS UNTIL AFTER ACTIVITY 4.</p> <p>Ask children to do Activity 1. Explain that they will have a pack of images on their table. They need to look at what the photos show, and sort them out into two groups: Did they originate in Egypt recently? Or did they originate long ago?</p> <p>Mini Plenary: What have you said is recent? Why did you think that? What clues did you use? Discuss some of the modern pictures: Cairo Museum is where a lot of the antiquities are now stored. Aswan Dam was built to generate electricity, but now the Nile does not flood. After next lesson they should appreciate consequences of this further. Suez Canal – built in the 19th century – key shipping route to India. Q: How would a boat have got to India from England before the canal was built?</p> <p>Now focusing on ancient pictures. Put modern to one side. Ask children to do Activity 2. Explain to them you know it's a difficult thing to do, and they're probably thinking it's impossible! But if they look carefully, and think hard, they should be able to make some kind of sequence, with a few reasons.</p> <p>Emphasize there is no wrong answer if they can justify themselves [e.g. step pyramid probably comes before Pyramid of Giza as it looks older (crumblier) and it's a more basic structure than a perfect pyramid is – easier to make steps than slopes].</p>	<p>Activity – MA groups of 3 Activity 1: Sort images in pack into two groups "Recently" and "Long ago"</p> <p>Activity 2: Put 'recent' images to one side. Try to put 'long ago' images into chronological order.</p> <p>Activity 3: Children to match text to the correct image.</p> <p>Activity 4: Children to use comprehension skills, and inference and deduction to reorganise their timeline using the extra text information.</p> <p>Activity 5: Worksheets</p> <p>EAL / SEN: Mixed ability groups, images, modelling, word bank. HA child supporting with reading.</p> <p>Speaking frame: I think this might be a recent creation because ... I think this might be from long ago because ...</p> <p>G&T: Higher ability children to read aloud text to group in Activity 3 and ensure all children are involved in group discussions. Thinking skills developing inference & deduction. Referring to evidence to justify opinions.</p>	<p>Children to share what they learned that surprised them.</p> <p>What did they find challenging about this activity?</p> <p>Why?</p> <p>What skills do they think they have used or developed in this lesson?</p> <hr/> <p>RESOURCES</p> <p>Bold = in pack Not bold = needs to be provided by school</p> <p>Image pack Text pack <i>Ideally teachers will laminate the images so they can last for future year groups.</i></p> <p>Worksheets – not to be given out until after Activity 4</p>

History: Ancient Egypt Lesson 2 Continued

LO: To know how Egypt changed over time

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Main teaching	Assessment	
<p>Mini Plenary:</p> <p>Some children to share their order and why. E.g. Which image did you think was the earliest? Why? Which image did you think was the most modern? Why? What order did you put the pyramid images in? Why?</p> <p>CT should not say which is right or wrong – you are simply sharing reasoning.</p> <p>Ask children to do Activity 3 And then Activity 4</p> <p>Finally, give out the worksheets. Children to complete the missing gaps on the timeline using the information in front of them.</p>	<p><i>Success Criteria:</i></p> <p>I understand that the past can be divided into periods.</p> <p>I can look at images and deduce if they are of modern things or ancient things.</p> <p>I can use my comprehension skills to put artefacts into chronological order.</p>	

History: Ancient Egypt Lesson 3

LO: To understand the significance of the Egyptian landscape to Ancient Egyptians

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p>CCL – Geography - Rivers, English – Reading comprehension skills.</p> <p>Begin by revising modern uses of rivers: (religious reasons, transport, washing, food, irrigation)</p> <p>Explain that all these reasons were reasons for using a river thousands of years ago too.</p> <p>Show children images of Egypt.</p> <p>Satellite image of Egypt: https://en.wikipedia.org/wiki/Sea_Peoples#/media/File:Satellite_picture_of_the_Nile_Delta,_Egypt.jpg</p> <p>Egyptian beach: https://commons.wikimedia.org/wiki/File:Al-Mahmya_Beach,_Hurghada,_Egypt.jpeg</p> <p>Felucca on the river: https://commons.wikimedia.org/wiki/File:Nile_felucca_01_(3647293760).jpg</p> <p>People washing clothes in the river: https://commons.wikimedia.org/wiki/File:Egyptian_Types_e_Scenes_-_Washing_in_the_Nile_(n.d.)_-_front_-_TIMEA.jpg</p> <p>Q: What can they see in each picture?</p> <p>Q: What can they see that would make life in Egypt difficult?</p> <p>Q: What can they see that would make life in Egypt easy?</p> <p>Discuss particular significance of the Nile given the rest of the country is a desert.</p> <p>Show children map of Ancient Egypt. http://www.ancientegypt.co.uk/geography/explore/arch.html</p> <p>Q: What do they notice about the locations of all the towns? (they are all near the river)</p> <p>Q: Why do you think that is?</p> <p>Information from the British Museum’s website: The Ancient Egyptians thought of Egypt as being divided into two types of land, the ‘black land’ and the ‘red land’. The ‘black land’ was the fertile land on the banks of the Nile. The Ancient Egyptians used this land for growing their crops. This was</p>	<p>Activity – MA groups</p> <p>Children to use laptops and British Museum website for support. http://www.ancientegypt.co.uk/geography/explore/fea.html</p> <p>Children need to complete the boxes around the picture of the Nile, using the information on the website to help them. The website shows an interactive map of the geographical features of Ancient Egypt. If laptops or computers are not available then either the activity could be completed as a class, or individual fact files could be made using the information from the website.</p> <p>EAL / SEN: Supported in MA groups and visual support from laptops.</p> <p>G&T: If they complete the work, they can complete the challenge game (involves numeracy and co-ordinates)</p> <p>Assessment <i>Success Criteria</i></p> <p>I know that the landscape is made of different geographical features.</p> <p>I understand that some features benefit people, and some make life more challenging.</p> <p>I know about the significance of different aspects of the Egyptian landscape.</p>	<p>Q: What do you think it would have been like to live in Ancient Egypt?</p> <p>Q: Herodotus, an Ancient Greek historian described Egypt as ‘the gift of the Nile’ – why do you think this is?</p> <p>RESOURCES</p> <p>Bold = in pack Not bold = needs to be provided by school</p> <p>Laptops Worksheets</p>
<p>Q: What do they notice about the locations of all the towns? (they are all near the river)</p> <p>Q: Why do you think that is?</p> <p>Information from the British Museum’s website: The Ancient Egyptians thought of Egypt as being divided into two types of land, the ‘black land’ and the ‘red land’. The ‘black land’ was the fertile land on the banks of the Nile. The Ancient Egyptians used this land for growing their crops. This was</p>	<p>Main teaching Continued</p> <p>the only land in Ancient Egypt that could be farmed because a layer of rich, black silt was deposited there every year after the Nile flooded.</p> <p>The ‘red land’ was the barren desert that protected Egypt on two sides. These deserts separated Ancient Egypt from neighbouring countries and invading armies. They also provided the Ancient Egyptians with a source for precious metals and semi-precious stones.</p> <p>Ask the children to complete the Main Activity.</p>	

History: Ancient Egypt Lesson 4

LO: To learn about how the Ancient Egyptians recorded information

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p>CCL – English</p> <p>Tell the children that if they were students in Ancient Egypt, a job they would have really hoped to get would be that of a scribe.</p> <p>Q: What is a scribe? [comes from Latin – scribere – to write]. Apprentice scribes were promised high status (like professional footballers today), a good amount of money and immortality through their writing. One ancient papyrus reads: “Man decays, his body turns to dust – but writing causes him to be remembered”. Today – you can join their ranks because you are going to be learning how to write like an Ancient Egyptian scribe!</p> <p>Code cracking:</p> <p>Q: What is Ancient Egyptian writing called? [Hieroglyphics – hiero = sacred, glyph = carving] They started writing like that 5000 years ago until 400 AD (1600 years ago). After that, they wrote in another language called Demotic and everyone forgot how to read and write hieroglyphs. It was an unbroken code. Then: 1799, Rosetta stone, same text written in Ancient Greek, demotic and hieroglyphs. Humans could read Greek but no one could break the code. Then a Frenchman cracked the code. He also discovered that the Pharaoh’s names were written inside ovals called cartouches.</p> <p>The Children’s University of Manchester has good animated explanation of hieroglyphs: http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/hieroglyphs/</p> <p>Ask the children to complete Activity 1</p> <p>Explain to the children that some hieroglyphs represent sounds, and others represent meaning.</p> <p>Ask the children to complete Activity 2</p>	<p>Activity – MA groups</p> <p>Activity 1: Children to have statements of fact about the Ancient Egyptian language. Children to discuss with their partner whether this is similar to English and other languages they speak, or different, and why.</p> <p>Activity 2: Children to complete mix and match activity. Can they match the hieroglyph to the meaning? (some are harder than others!)</p> <p>Activity 3: Each table to have a copy of the Egyptian ‘alphabet’ and determinatives.</p> <p>Children to write their own names in their books, and then choose a determinative. Children can decorate their writing with beautiful colouring in as the Egyptians were huge fans of bright colours.</p> <p>EAL / SEN: Supported in MA groups. Visual support.</p> <p>Speaking frame: I think ___ is similar/different to English because ____.</p> <p>G&T: Can they invent their own hieroglyph for some abstract nouns? Love, jealousy, hate.</p> <p>Assessment <i>Success Criteria</i></p> <p>I understand that the ancient Egyptians spoke and wrote their own language. I know that some symbols they used represented sounds, and others represented meanings. I can write my own name in hieroglyphs.</p>	<p>Children to share the determinative they chose and why.</p> <p>Can anyone think of their own hieroglyph for a word? (G&T could share what they have done)</p> <hr/> <p>RESOURCES</p> <p>Bold = in pack Not bold = needs to be provided by school</p> <p>Fact statements about hieroglyphs Mix and match hieroglyphs with meanings Egyptian alphabet (1 A3 per table recommended)</p>

History: Ancient Egypt Lesson 4 *Continued*

LO: To learn about how the Ancient Egyptians recorded information

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<p>Main teaching</p>		
<p>Show the children an approximate Egyptian alphabet. Say that the vowels are approximations because the Egyptians didn't often write them. Also explain that the Egyptians wanted words to look neat, so you wouldn't necessarily write them in a string, but rather put long flat ones on top of each other.</p> <p>Explain that you can add a 'determinative' symbol to give your name more meaning. This is kind of the equivalent of us saying Mr, Mrs, Doctor, Professor etc. This usually goes at the end of the name.</p> <p>Model writing your own name using the alphabet, and choosing your own determinative.</p> <p>Ask children to complete Activity 3</p>		

History: Ancient Egypt Lesson 5

LO: To discover the religious beliefs of the Ancient Egyptians

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p>CCL – RE</p> <p>The Ancient Egyptians believed in many different gods and goddesses. Each one with their own role to play in maintaining peace and harmony across the land.</p> <p>Q: Why are gods and goddesses important to societies?</p> <p>Q: What other religions do you know of that believe in more than one god?</p> <p>The Ancient Egyptians believed that it was important to recognise and worship these gods and goddesses so that life continued smoothly.</p> <p>Read children the story from British Museum website about what the Ancient Egyptians believed about the creation of the world.</p> <p>http://www.ancientegypt.co.uk/gods/story/main.html</p> <p>Stop at key points to check understanding etc.</p> <p>Q: What other creation stories do you know?</p> <p>Discuss appearance of some Egyptian gods. Although some had body parts of animals, they did not worship animals.</p> <p>Q: Why do you think the Ancient Egyptians might have shown their gods with features of animals?</p> <p>Explain and model the main activity to the children.</p> <p>Background info for teachers from the British Museum</p> <p>http://www.ancientegypt.co.uk/staff/resources/discussions/d15/teachersheet.html</p> <p>The Ancient Egyptians believed in many gods and goddesses who watched over different aspects of life in Ancient Egypt. For example, there were gods who took part in creation, some who brought the flood every year, and some who took care of people after they died.</p> <p>Some gods and goddesses in Ancient Egypt were identified with particular animals. There was often a connection between the god or goddess and the actions of the animal. For instance, the goddess of war named Sekhmet was sometimes shown with the head of a lion to demonstrate that she was ferocious. There were two main types of religion and worship in Ancient Egypt. They can generally be termed 'formal' and 'informal'. In order to understand the importance of gods and goddesses in ancient Egypt it is important to distinguish between formal and informal worship.</p> <p>Certain gods and goddesses were part of the 'formal' or 'state' religion. These deities had temples built to honour them. Most people were not allowed into the temples, thus, they were not involved in the day-to-day worship of these deities.</p>	<p>Activity – MA groups</p> <p>Children to use British Museum website to create fact files about the Ancient Egyptian gods.</p> <p>http://www.ancientegypt.co.uk/gods/explore/main.html</p> <p>Children to start with: Atum, Osiris, Isis, Seth, Nephthys, Horus</p> <p>For each god, children to record how their name is written in hieroglyphs, describe their appearance, explain what they are god of, and any other important info.</p> <p>Extension: Can choose other gods to research from the website.</p> <p>EAL / SEN: Supported in MA pairs and visual support from website.</p> <p>Speaking frame: ____ is the god of - ____ ____ looks like ____ in drawings.</p> <p>G&T: Research additional gods of their choice from website.</p> <p>Assessment <i>Success Criteria</i></p> <p>I know that the Ancient Egyptians believed in many gods. I know some of the gods' names and what they were the god of. I can describe how some of the gods looked.</p> <p>Main teaching Continued</p> <p>The worship of these deities fell to the temple priests and the pharaoh who performed rituals in the temples.</p> <p>The 'informal' or 'popular' religion was centred upon deities who offered protection against the dangers of everyday life, such as snake bites, pregnancy and childbirth. People regularly worshipped these deities in their homes.</p>	<p>Show pictures of gods from Egyptian art.</p> <p>Which god is being represented here?</p> <p>How do you know?</p> <p>RESOURCES</p> <p>Bold = in pack Not bold = needs to be provided by school</p> <p>Laptops if possible – otherwise teachers will need to print out information from website or find other resources for children to research from.</p> <p>Fact file worksheets</p>

History: Ancient Egypt Lesson 6

LO: To understand the burial traditions in Ancient Egypt

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching: Burial Traditions	Activities - Differentiation	Plenary
<p>CCL – Science: the process of embalming and preserving, R.E: burial rituals, English: role-play, speaking and listening, reading comprehension.</p> <p>Introduction: Look at various pictures and photographs of mummies, allow the children a few minutes to discuss the pictures.</p> <p>Q: What are these pictures of? Q: Why do they look like this?</p> <p>If the children know they are mummies, ask them what they know about the process of mummification.</p> <p>Q. Why did Ancient Egyptians mummify their dead?</p> <p>The Ancient Egyptians believed that when someone died, their soul left their body. The soul would then return and be reunited with the body after it was buried. However, the soul needed to be able to find and recognise the body in order to live forever.</p> <p>Use http://oi.uchicago.edu/OI/MUS/ED/mummy.html to show children the process of mummification. Children to come out and do the various processes.</p> <p>Explain to the children that they are going to work in a group and mummify (not really!) a person going through all the processes that they have seen. Advise children that the whole process can be broken into two major processes, Embalming and Wrapping.</p> <p>Then look at British museum site on mummification http://www.ancientegypt.co.uk/mummies/story/main.html (section on embalming only). More detail is given, whilst looking at this the children can take notes on the processes involved in embalming.</p> <p>Q. Why did Ancient Egyptians embalm their dead? Q. Who is involved and what were they in charge of?</p> <p>Advise children that before they carry out their mummifications they will need to make some of their resources.</p>	<p>Activity 1: Mixed ability groups CT to provide children with tick list of resources they need to make. Give children 10 mins to make their resources with their group and label them. Children to make hook, scalpel, organs, canopic jars.</p> <p>Activity 2: Role- play the process of embalming using the resources you have made.</p> <p>Children assigned the following roles:</p> <p>Child 1: To be inspector of burial. (HA) To ask questions to understand processes.</p> <p>Child 2: To wash the body and add natron. Explain what you are doing to inspector and why.</p> <p>Child 3: To use scalpel and hook to remove relevant organs. Explain what you are doing to inspector and why.</p> <p>Child 4 and 5: To take these organs, wrap them in natron and put them into canopics. Explain what you are doing to inspector and why.</p> <p>Child 6: To act as the mummy. (LA) To advise embalmers on process throughout.</p> <p>Activity 3: Role-play the process of wrapping.</p> <p>Children assigned the following roles:</p> <p>Child 1: To be inspector of burial. (HA) To ask questions to understand processes.</p> <p>Child 2: To act as the priest and to read allowed the spells from</p>	<p>Mini plenaries throughout.</p> <p>RESOURCES</p> <p>Bold = in pack Not bold = needs to be provided by school</p> <p>Balloons Paper Foil Toilet rolls Labels Glue Scissors Tape</p>

History: Ancient Egypt Lesson 6 Continued

LO: To understand the burial traditions in Ancient Egypt

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	
<p>Q. What resources would we need?</p> <p>Discuss with your talk partner what things you will need, e.g. canopic jars, organs scalpel, hook, something to wrap body in etc.</p> <p>CT to then model making a scalpel, and a canopic jar e.g. screw up foil into a long stick. Then label it.</p> <p>The Children's University of Manchester also has good animated explanation of mummification process: http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/makeamummy/</p> <p>Complete Activity 1</p> <p>Mini plenary Check resources and discuss the embalming processes again with the class.</p> <p>CT to model with another adult or G&T Activity 2 (embalming only). CT to take on the role of inspector while other takes on the role of embalmer.</p> <p>Complete Activity 2</p> <p>Mini plenary: Pick group and gather children around. Get children to quickly run through process while assessing whole class.</p> <p>Then look at British museum site on mummification http://www.ancientegypt.co.uk/mummies/story/main.html (section on wrapping only). More detail is given, whilst looking at this the children can take notes on their WBs of the processes involved in wrapping.</p>	<p>the 'Book of the Dead'. Explain what you are doing to inspector and why.</p> <p>Child 3, 4: To wrap the body. Explain what you are doing to inspector and why.</p> <p>Child 5: To make the amulets. Explain what you are doing to inspector and why.</p> <p>Child 6: To act as the mummy. (LA) To advise wrappers on process throughout.</p> <p>EAL / SEN: Modelled Activity, HA partners, visual aids/props. Role play. SEN to act as mummy and to have the freedom to contribute when they feel comfortable while learning through a multi-sensory experience. E.g. Feeling, hearing, seeing processes.</p> <p>G&T: Use to model during plenary. Act as inspector during the main task.</p> <hr/> <p>Assessment <i>Success Criteria</i></p> <p>I know that the Ancient Egyptians mummified their dead.</p> <p>I know that mummification involves embalming and wrapping.</p> <p>I can describe some details from the mummification process.</p>	

History: Ancient Egypt Lesson 7

LO: To understand the significance of the pyramids

Planned by Matilda Munro for Two Temple Place, 2015

Main teaching	Activities - Differentiation	Plenary
<p>CCL – R.E: burial rituals, English: role-play, speaking and listening, reading comprehension.</p> <p>Show the children pictures of different pyramids and discuss how they are similar and different.</p> <p>Explain that the Ancient Egyptians believed that when the pharaoh's body was mummified after he died, this would mean he would live forever. The pyramids are their tombs, designed to protect both the buried body and his belongings. They are an important way we have learned about Egyptian life – and death.</p> <p>How do you think the pyramids have taught us about Egyptian life and death? (paintings, belongings)</p> <p>Where were the pyramids built? Why? They were usually built to the west of the Nile, into the desert. The land needed to be dry to preserve the body and belongings, but the stones were transported on the river.</p> <p>Show a picture of the Sphinx. Does anyone know the name of this creature? What do you think it is for? It guarded the pyramids at Giza.</p> <p>Explore the Giza pyramids as a class using the Children's University of Manchester website: http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/pyramid_panorama/</p> <p>You can also explore these tomb paintings by searching Google for 'Valley of the Kings, Panoramas.dk' to find stunning 360° visuals.</p>	<p>Activity – MA groups Activity on laptops or as whole class.</p> <p>http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_pyramid_builder.shtml Interactive BBC pyramid builder game. Children are taken through as if they are the Grand Vizier and they have to make choices about location, building materials, building team etc. Teachers could adapt this website to be a group activity if laptops are not available.</p> <p>EAL / SEN: Supported in MA groups. Visual support.</p> <p>Speaking frame: I think we should choose ___ because ____</p> <p>G&T: Can they explain why some choices would be inferior to others.</p> <hr/> <p>Assessment <i>Success Criteria</i></p> <p>I understand that the Ancient Egyptian pharaohs were buried in pyramids.</p> <p>I know that the location, building materials, labour team and decoration were all significant.</p>	<p>Children to share the choices they made and why.</p>

Resources for History Unit
History Lesson 1 – Main teaching:



History Lesson 1 – Main Activity Image 1



History Lesson 1 – Main Activity Image 2



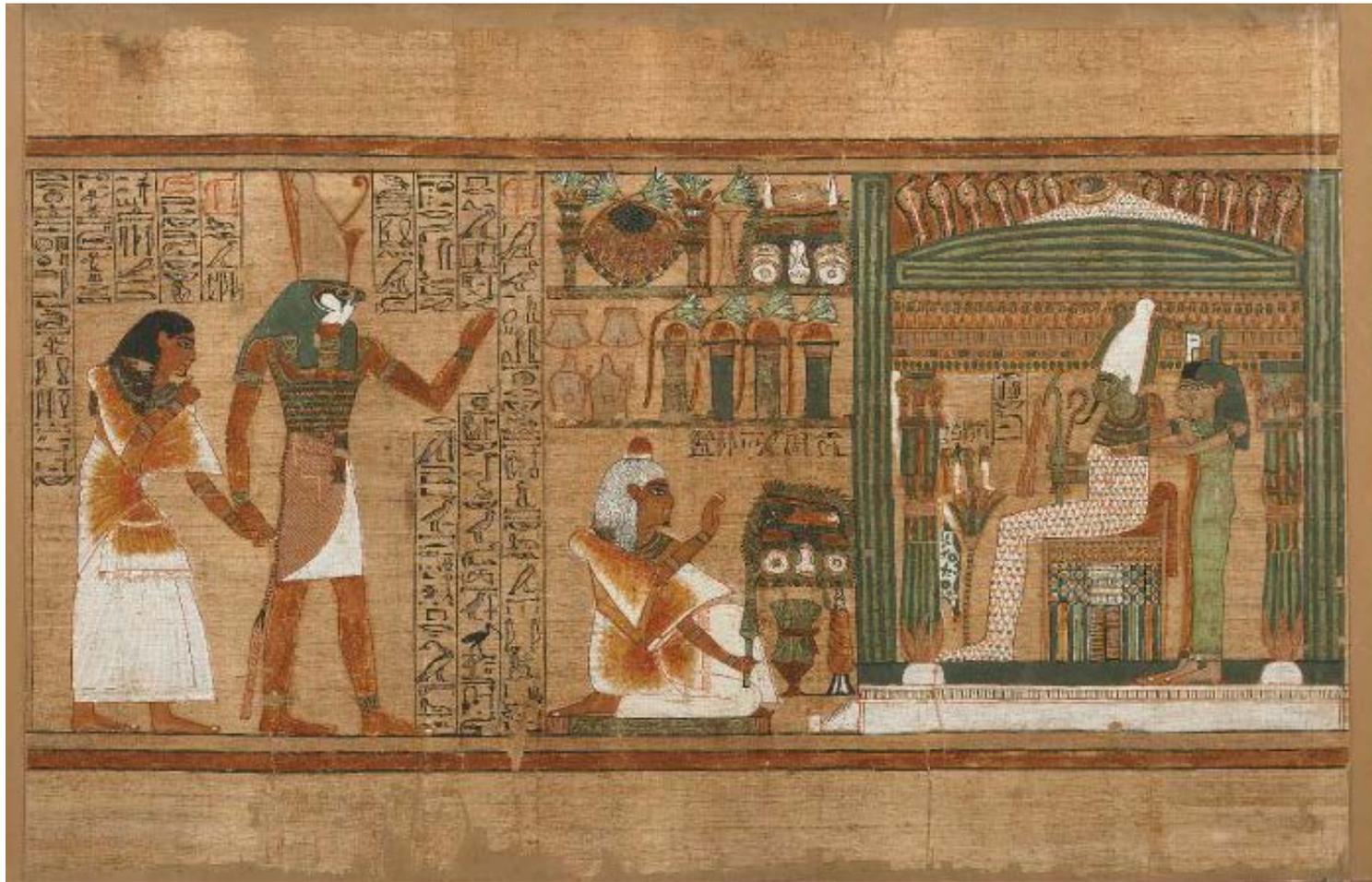
History Lesson 1 – Main Activity Image 3



History Lesson 1 – Main Activity Image 4



History Lesson 1 – Main Activity Image 5



History Lesson 2 – Image pack



HIEROGLYPHIC SCRIPT

Hieroglyphic was one of the first complete scripts to be used in Ancient Egypt (around 3000BC).

The Ancient Egyptians used it for over 3500 years to record important information.



THE STEP PYRAMID AT SAQQARA

The first stone pyramid built in Ancient Egypt was the 'Step Pyramid' around 2700BC.

The Step Pyramid was built at Saqqara for the pharaoh Djoser. It was made by building several 'steps' or layers of stone on top of each other.



PYRAMIDS OF GIZA

Khufu's pyramid at Giza - around 2600BC

The largest of the three stone pyramids of Giza was built for the pharaoh Khufu (called Cheops by the Greeks). It stands 147 metres high and its estimated weight is about 6,500,000 tonnes.



THE TEMPLE OF KARNAK

The Temple of Karnak (begun around 1391 BC)

The Temple of Karnak is a large temple complex. Although the first parts of this complex were built in the Middle Kingdom, later pharaohs added buildings, halls and chapels.



TUTANKHAMUN'S MASK

Tutankhamun was pharaoh from 1333 BC – 1323 BC.

When he was buried in the Valley of the Kings, he was wearing this extraordinarily beautiful mask. It is solid gold, with the stripes made of the semi-precious stone, lapis lazuli.



ROMAN STYLE MUMMY FROM FAYUM

The Roman Period (30BC - 395AD)

Egypt became part of the Roman Empire from around 30BC. Many Roman citizens admired aspects of Egyptian culture. Some wealthy Romans even paid to have themselves mummified after they died.

History Lesson 2 – Image pack Continued

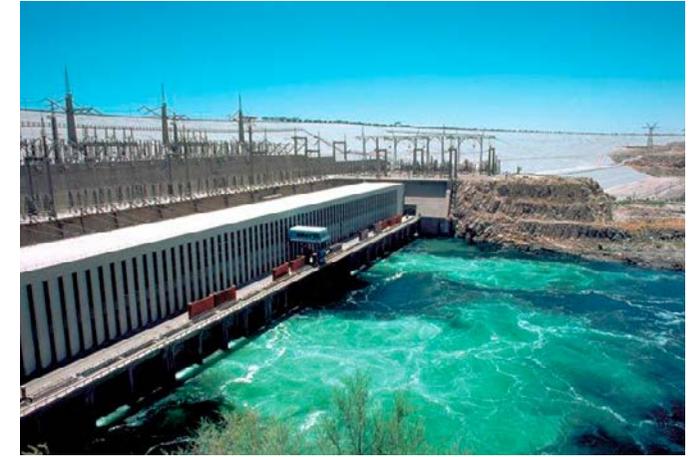


IBN TULUN'S MOSQUE

In the 7th century (600s) the Arabs had taken over Egypt and began to establish an Islamic state. Ibn Tulun's mosque was built between 870 and 879AD. It is the oldest mosque in Egypt and the third largest in the world.



CAIRO MUSEUM



ASWAN DAM



SUEZ CANAL

History Lesson 2 – Activity 5 – Worksheet LO: To know how Egypt changed over time

HIEROGLYPHIC TEXT:

Dates:

Information:



KUFU'S PYRAMID AT GIZA:

Dates:

Information:



TUTANKHAMUN'S MASK:

Dates:

Information:



IBN TULUN'S MOSQUE:

Dates:

Information:



Time line

Time line

Time line

Time line

STEP PYRAMID AT SAQQARA:

Dates:

Information:



TEMPLE OF KARNAK:

Dates:

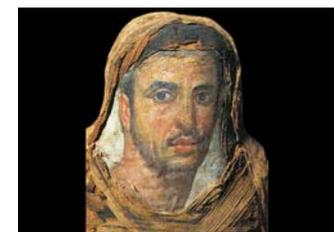
Information:



ROMAN-STYLE MUMMIES:

Dates:

Information:



History Lesson 3 – Worksheet

OASIS:

What is an oasis?

.....
.....

How were they used?

.....
.....

QUARRIES:

What stones were quarried?

.....
.....

What were they used for?

.....
.....

THE NILE:

What did the Nile give the people of Egypt?

.....
.....

Why did it flood every year?

.....
.....

FERTILE LAND:

Where was the fertile land?

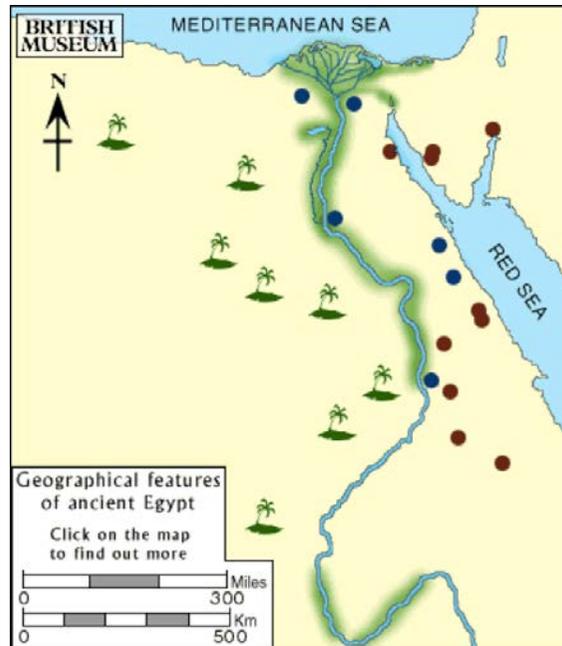
.....
.....

Why was it fertile?

.....
.....

How did farmers use the fertile land?

.....
.....



Challenge question:

Where was Upper Egypt and where was Lower Egypt?

.....
.....
.....
.....

What does that tell you about the significance of the Nile?

.....
.....
.....
.....

DELTA:

What is a delta?

.....
.....

What was the land like around the delta?

.....
.....

MINES:

What materials were mined?

.....
.....

What were they used for?

.....
.....

DESERTS:

What is the desert landscape like?

.....
.....

What positive effect did they have for Egypt?

.....
.....

Who lived in the desert?

.....
.....

Additional notes:

.....
.....
.....
.....

History Lesson 4 – Activity 1 – Fact statements

Hieroglyphs can be written in many different directions - from left to right, from right to left and downwards in columns.

You can tell which way to read the writing by the way the hieroglyphs are facing.

Smaller hieroglyphs can be written under larger hieroglyphs to make it look neater.

Writing neatly and making carvings or writing look beautiful was very important to Ancient Egyptians.

Some hieroglyphs represent sounds, others represent meanings.

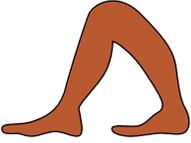
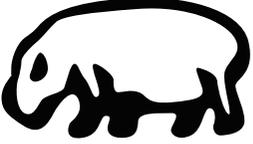
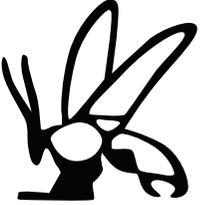
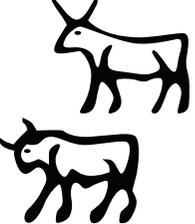
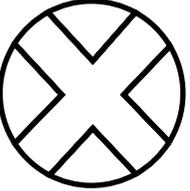
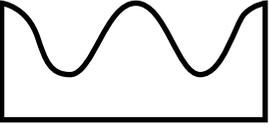
A traditional greeting would have been to say 'iy' - meaning hi or hello.

It would be traditional to say 'wedja ib-ek' if someone was sad, meaning 'cheer up!'.

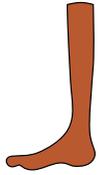
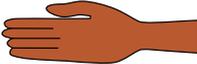
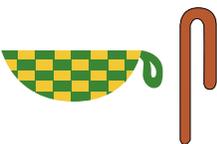
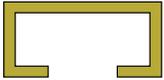
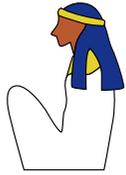
Their word for 'hug' translates literally as 'being within two arms'.

The Egyptians gave people titles to explain their job in society.

History Lesson 4 – Activity 2 – Mix and match hieroglyphs and meaning

<p>Man</p> 	<p>Storms of rain</p> 	<p>House</p> 
<p>Woman</p> 	<p>Motions like running or walking</p> 	<p>Water</p> 
<p>Gods</p> 	<p>Hippopotamus</p> 	<p>Bee</p> 
<p>Tree</p> 	<p>Boat</p> 	<p>Ox</p> 
<p>City</p> 	<p>Child</p> 	<p>Land</p> 

History Lesson 4 – Activity 3 – Hieroglyphic 'Alphabet'

							
A	B	C	D	E	F	G	H
							
I	J	K	L	M	N	O	
							
P	Q	R	S	T	U	V	
							
W	X	Y	Z	KH	SH	CH	
							
MS	NH	HPR	HOUSE	MAN	WOMAN	GOD	

Atun

How was their name written in hieroglyphs?

What were they god of?

What did they look like?

Any other interesting information about this god?



Nephthys

How was their name written in hieroglyphs?

What were they god of?

What did they look like?

Any other interesting information about this god?



Isis

How was their name written in hieroglyphs?

What were they god of?

What did they look like?

Any other interesting information about this god?



Horus

How was their name written in hieroglyphs?

What were they god of?

What did they look like?

Any other interesting information about this god?



Osiris

How was their name written in hieroglyphs?

What were they god of?

What did they look like?

Any other interesting information about this god?



Seth

How was their name written in hieroglyphs?

What were they god of?

What did they look like?

Any other interesting information about this god?

