

LCP

History

Resource Booklet

Key Stage 2

Nicola Brooks & Kari Gordon



© LCP Ltd. 2009
LCP, Hampton House, Longfield Road
Leamington Spa, Warwickshire, CV31 1XB
Tel: 01926 886914
Fax: 01926 887136
E-mail: mail@LCP.co.uk
Website: www.LCP.co.uk

ISBN 1 902887 71 9

The photocopiable sheets in this pack may be reproduced and used only within the educational establishment which purchased this pack.

Reproduction of or use of reproductions of any or all of the sheets in this pack in any institution other than the purchasing institution constitutes an infringement of copyright. [See **YOUR COPYING RIGHTS** below.]

Copies may be taken home by students only if such copies have been provided without charge to the students.

Acknowledgements

The authors and publisher would like to thank the education team at Warwickshire Museum for supplying artefacts to be photographed.

Design: Simon Dainty . Antony Dickens
Editorial: Nicky Barrett . Halina Boniszewska . Anne Furze . Ann Richards
Illustrations: Lynda Murray . Simon Walmesley
All rights reserved.

YOUR COPYING RIGHTS

LCP photocopy masters are published and sold with limited copying rights. These limited rights enable us to provide you with a wide range of materials without copyright being breached. This allows you the purchaser to make sufficient copies for use within your own educational institution. You may not provide copies whether gratis or by way of sale for use in any other institution. These copying rights are not transferable, nor can they be on-sold. On purchase of this pack, your establishment will be registered with LCP as the legal owner of these rights.

Following these instructions is not essential but will ensure that you as the purchaser have evidence of legal ownership of these copying rights should inspection occur. For your added protection in the case of copyright inspection, please complete the form below. Retain this form, the complete original publication and the invoice or receipt as proof of purchase.

Name of Purchaser: _____

Date of Purchase: _____

Supplier: _____

School Order Number (if appropriate): _____

Signature of Purchaser: _____

What can we find out about ancient Egypt from what has survived?

Contents

Introduction	3
Medium-Term Plan	5
Preparatory information	9
Websites on ancient Egypt	10
Lesson 1 Ancient Egypt – what do we know?	11
Lesson 2 Egyptian artefact	15
Lesson 3 The gift of the Nile	21
Lesson 4 Looking at ancient Egyptian artefacts	25
Lesson 5 Life in ancient Egypt	30
Lesson 6 Writing and numbers	34
Lesson 7 Ancient Egyptian beliefs about life after death	41
Lesson 8 Creating an Egyptian burial chamber	48
Lesson 9 Egyptian visit	51
Lesson 10 Ancient Egyptian display	54
Picture Prompt sheets	57

History



Introduction

The importance of history

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

(National Curriculum)

How to use this booklet

This KS2 booklet is based on and builds from the QCA Schemes of Work for history. It combines medium-term planning and detailed lesson plans in a user-friendly and ready-to-use format. This will enable you to plan and deliver good history, while following QCA guidelines and meeting National Curriculum objectives.

The booklet also includes guidance on planning for effective delivery of 'good history'.

The lessons contain the following components:

- advice on class management;
- differentiated materials for less able and more able children;
- assessment opportunities;
- list of resources;
- links with programmes of study;

- prior learning suggestions;
- learning objectives;
- class objectives;
- learning outcomes;
- key historical vocabulary;
- ICT links;
- cross-curricular links (reference to the QCA Schemes of Work);
- activities with related activity sheets;
- resource sheets (for the teacher);
- key questions.

National Curriculum attainment targets for Key Stage 2 History

Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognizing that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They begin to recognize that there are reasons why people in the past acted as they did. They begin to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Level 3

Pupils show their developing understanding of chronology by their realization that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They begin to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

Level 4

Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They

give some reasons for, and results of, the main events and changes. They show some understanding that aspects of the past have been represented and interpreted in different ways. They begin to select and combine information from different sources. They begin to produce structured work, making appropriate use of dates and terms.

Level 5

Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils begin to evaluate sources of information and identify those that are useful for particular tasks. They select and organize information to produce structured work, making appropriate use of dates and terms.

Medium-term plan What can we find out about ancient Egypt from what has survived?



Lessons 45 - 60 minutes

In this unit children find out about the way of life of people living in ancient Egypt from archaeological discoveries. Children will develop their understanding of characteristic features of a society; identify the different ways the past is represented and use sources of information to make simple observations, inferences and deductions.

It is helpful if the children have: used a range of sources of evidence, including artefacts, pictures and written sources; sorted historical sources into categories; studied the way of life of people living a long time ago.

Lesson	Key ideas and enquiry questions	Learning objectives Children learn:	POS (NC link)	Teaching and learning suggestions Children:	Learning outcomes Children:	Cross-curricular links	Assessment evidence
1	Ancient Egypt – what do we know? What do we already know about ancient Egypt?	<ul style="list-style-type: none"> to locate ancient Egypt in time and place; that information can be classified in different ways. 	1a 1b 2a 2b 4b 5a 5b	<ul style="list-style-type: none"> collect and organize any prior knowledge on ancient Egypt. 	<ul style="list-style-type: none"> locate ancient Egypt on a map and place it on a time line; group information into an appropriate category. 	Geography: Key skills (maps and mapping)	Completed activity sheet
2	What can be learnt about ancient Egypt from the study of one artefact?	<ul style="list-style-type: none"> to observe an object in detail and to make inferences and deductions; to record information about an object accurately. 	1a 1b 2a 2b 4a 4b 5a	<ul style="list-style-type: none"> complete a detailed observation of an Egyptian artefact. 	<ul style="list-style-type: none"> describe an artefact accurately; make inferences and deductions from objects. 	Art: Knowledge, skills and understanding RE: Unit 3E What is faith and what difference does it make? Science: Unit 3C Characteristics of materials Design and technology: Knowledge and understanding of materials and components ICT: Websites	Completed activity sheets Contribution to the class discussion.
3	The gift of the Nile Why was the landscape crucial in the life of the ancient Egyptians?	<ul style="list-style-type: none"> to make deductions about life in the past from pictures of the landscape; how much of the life of Egypt depended on the Nile. 	1a 2a 4b 5a	<ul style="list-style-type: none"> make an examination and deduction from photographic materials. 	<ul style="list-style-type: none"> extract information about the landscape from pictures; provide answers that show the relationship between the geography of Egypt and the way of life in the past. 	Geography: Key skills (maps and mapping) Geography: Unit 14 Rivers	Analysis of understanding of the impact of landscape on life



Medium-term plan What can we find out about ancient Egypt from what has survived?

Lesson	Key ideas and enquiry questions	Learning objectives Children learn:	POS (NC link)	Teaching and Learning suggestions Children:	Learning outcomes Children:	Cross-curricular links	Assessment evidence
4	Looking at ancient Egyptian artefacts What types of ancient Egyptian artefacts have survived?	<ul style="list-style-type: none"> to classify information in various ways; about the range of objects which have survived from ancient Egypt; to make inferences from objects about the way of life in ancient Egypt. 	1a 2a 2b 3 4a 4b 5a	<ul style="list-style-type: none"> examine a range of different ancient Egyptian artefacts and organize them into categories. 	<ul style="list-style-type: none"> sort information into various categories; ask and answer questions about what has survived from ancient Egypt, and what it reveals about the past. 	Art: Knowledge and understanding RE: Unit 3E What is faith and what difference does it make? Science: Unit 3C Characteristics of materials Design and technology: Knowledge and understanding of materials and components ICT: Websites	Completed activity sheet
5	Life in ancient Egypt What can we find out about different aspects of life in ancient Egypt?	<ul style="list-style-type: none"> about aspects of life in ancient Egypt; to make inferences and deductions from objects and pictures; that what we know about the past is dependent on what has survived. 	1a 2a 2b 3 4a 4b 5a 5b	<ul style="list-style-type: none"> carry out independent research work using a range of sources. 	<ul style="list-style-type: none"> select pictures illustrating aspects of a chosen topic; infer and record information about a topic from pictures. 	Literacy Framework: Speaking and listening skills Art: Knowledge and understanding RE: Unit 3E What is faith and what difference does it make? Science: Unit 3C Characteristics of materials Design and technology: Knowledge and understanding of materials and components ICT: Websites, CD-ROMs	Oral contribution to the final class discussion

Medium-term plan What can we find out about ancient Egypt from what has survived?



Lessons 45 - 60 minutes

Lesson	Key ideas and enquiry questions	Learning objectives Children learn:	POS (NC link)	Teaching and learning suggestions Children:	Learning outcomes Children:	Cross-curricular links	Assessment evidence
6	Writing and numbers What are hieroglyphs and how did the ancient Egyptians write their numbers?	<ul style="list-style-type: none"> about Egyptian hieroglyphic writing; about the Egyptian number system; to use sources of information in ways which go beyond simple observation. 	1a 1b 2a 2b 3 4b 5c	<ul style="list-style-type: none"> write using hieroglyphs and the ancient Egyptian number system. 	<ul style="list-style-type: none"> understand the nature of Egyptian hieroglyphs; create their own piece of hieroglyphic writing; understand the Egyptian number system; write numbers using this system. 	Numeracy Framework: Solving problems	Inspection of completed activity sheets
7	Ancient Egyptian beliefs about life after death What did the ancient Egyptians believe about life after death?	<ul style="list-style-type: none"> about Egyptian tombs, pyramids and burial sites; to use sources of information in ways which go beyond simple observation. 	1a 2a 2b 4a 4b 5a 5c	<ul style="list-style-type: none"> work in a group to create a small-scale model of an Egyptian burial chamber. 	<ul style="list-style-type: none"> select pictures about Egyptian beliefs; recreate objects accurately; create a small-scale reconstruction of a burial, which demonstrates ancient Egyptians' beliefs about the afterlife. 	Art: Knowledge and understanding RE: Unit 3E What is faith and what difference does it make? Science: Unit 3C Characteristics of materials Design and technology: Knowledge and understanding of materials and components ICT: Websites	Contribution to the group discussion and individual contribution towards the burial chamber
8	Creating an Egyptian burial chamber How can we create a model of an Egyptian burial chamber?	<ul style="list-style-type: none"> to select relevant objects to place in a burial chamber; to use sources of information in ways that go beyond simple observation. 	1b 2a 2b 4a 4b 5c	<ul style="list-style-type: none"> work in a group to create a small-scale model of an Egyptian burial chamber. 	<ul style="list-style-type: none"> create a small-scale reconstruction of a burial chamber, which demonstrates the ancient Egyptians' beliefs about the afterlife. 	Art: Knowledge and understanding RE: Unit 3E What is faith and what difference does it make? Science: Unit 3C Characteristics of materials Design and technology: Knowledge and understanding of materials and components ICT: Websites	Contribution to the finished burial chamber



Medium-term plan What can we find out about ancient Egypt from what has survived?

Lesson	Key ideas and enquiry questions	Learning objectives Children learn:	POS (NC link)	Teaching and learning suggestions Children:	Learning outcomes Children:	Cross-curricular links	Assessment evidence
9 Egyptian visit	What can we find out about the ancient Egyptians on our visit?	<ul style="list-style-type: none"> to use archaeological evidence to build up a picture of life in ancient Egypt; to ask and answer questions about what survived from ancient Egyptian times. 	1a 1b 2a 4a 4b	<ul style="list-style-type: none"> visit a collection of ancient Egyptian artefacts. 	<ul style="list-style-type: none"> select information about life in ancient Egypt from a range of sources; make deductions about life in ancient Egypt from existing archaeological evidence. 	Art: Unit 9gen Visiting a museum, gallery or site Other links may be appropriate, depending on the site visited	Observational drawings and verbal responses during any relevant discussion
10 Ancient Egyptian display	How can we mount a display to show all the things we have learned about ancient Egypt?	<ul style="list-style-type: none"> to produce a structured account about life in ancient Egypt from what has survived. 	1a 1b 2a 2b 2d 3 4a 4b 5a 5b 5c	<ul style="list-style-type: none"> create a display on ancient Egypt. 	<ul style="list-style-type: none"> make a display that shows understanding of the characteristic features of Egyptian society. 	Art: Knowledge and understanding RE: Unit 3E What is faith and what difference does it make? Science: Unit 3C Characteristics of materials Design and technology: Knowledge and understanding of materials and components ICT: Websites Numeracy Framework: Solving problems Literacy Framework: Speaking and listening skills	Oral contribution to the discussion and contribution to the final class display

Expectations	<p>At the end of this unit most children will:</p> <ul style="list-style-type: none"> recognize that the past can be divided into periods, e.g. ancient, modern; demonstrate factual knowledge and understanding of characteristic features of life in ancient Egypt; identify some of the different ways the past is represented; ask and answer questions about the past by using sources in ways that go beyond simple observations; communicate their learning, making appropriate use of specialist terms. 	<p>Some children will not have made so much progress and will:</p> <ul style="list-style-type: none"> describe different representations of the past; answer questions about the past by making simple observations about sources of information. 	<p>Some children will have progressed further and will:</p> <ul style="list-style-type: none"> make a reasoned judgement about the validity of different representations of the past; answer questions about the past by selecting and combining information from sources and giving reasons for their selection.
---------------------	---	--	--

Preparatory information

What can we find out about ancient Egypt from what has survived?

Museum loans service

Where available, make use of your local museum's loans service of handling objects for use in schools. (Book your loan at least a term in advance.) Alternatively, collect postcards and replica items in readiness for the teaching of this unit.

Library – schools loans service

Order books well in advance of teaching this unit.

Museums

- The British Museum houses one of the best Egyptian collections in the world. Educational groups of ten or more are asked to book with box office:
Telephone: 020 7323 8510
e-mail: learning@thebritishmuseum.ac.uk
- The Ashmolean Museum in Oxford also has an extensive Egyptian collection:
Telephone: 01865 278015
e-mail: education.service@ashmus.ox.ac.uk
- Other museums around the country have smaller Egyptian collections. This website has links to some of them:
www.akhet.co.uk/museum.htm
- Arrange a visit to a museum with an ancient Egyptian collection. Ensure that you make any bookings well in advance of your intended visit. Ask whether the museum provides a curriculum-based education service. Where parents/grand parents/carers/governors have offered to accompany the children on the site visit, ensure that you confirm dates and times in writing. Include the following: date; timetable for the day; cost; the expected duration of the trip and curriculum objectives. Give out the permission letter for this trip at the beginning of this unit.

Inclusion

This unit deals with sensitive issues relating to death and burial. Be sensitive to the needs of children, as some may still be coming to terms with the death of a relative or friend.

Websites

There is a list of websites on the following page. You can give this to children at the beginning of this unit and encourage them to try some of the websites at home or in the library.

Additional Resources

At the back of this book you will find Picture Prompts, a series of image sheets designed to be blown up to A3 size for use in introduction and plenary sessions as well as during lessons.

History



Websites on ancient Egypt

There is a wealth of useful sites on Egypt on the Internet.

Section A

Websites mainly for children:

www.ancientegypt.co.uk/menu.html

This British Museum website covers all the topics in this unit. It carries excellent text and pictures. Some of the games on this site require Shockwave.

www.hitchams.suffolk.sch.uk/egypt/index.htm

This site has been created by primary school children and is suitable for use by them.

<http://home.freeuk.net/elloughton13/egypt.htm>

This is Snaith Primary School's own Egyptian website.

www.salariya.com/web_books/mummy/index.html

This website constitutes a very funny online book. It is full of detail, and not for the squeamish!

Section B

Websites with more in-depth information:

www.nationalgeographic.com/egypt/

This website is about Tutankhamen's tomb.

www.nationalgeographic.com/media/tv/mummy

This website demonstrates how to make a mummy.

www.akhet.co.uk/clikmumm.htm

This website provides good information on the process of mummification. Click on the mummy to find out what is underneath.

http://touregypt.net/egyptmuseum/egyptian_museum.htm

This is the website of the Egyptian Museum (in Cairo) and includes pictures of the well-known treasures from the tomb of Tutankhamen.

www.neferchichi.com/

This website carries Egyptian clip art, as well as other information for teachers.

www.akhet.co.uk/

This website provides good information on all aspects of Egyptian life.

History

Ancient Egypt – what do we know?

The purpose of this lesson is:

to establish what the children already know about ancient Egypt.

Learning objectives

Children should learn:

- to locate ancient Egypt in time and place;
- that information can be classified in different ways.

Class objective:

- to discover what we already know about ancient Egypt.

Learning outcomes

Children should be able to:

- locate ancient Egypt on a map and place it on a time line;
- group information into an appropriate category.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 1b** use dates and vocabulary relating to the passing of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b** social, cultural, religious and ethnic diversity of societies;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5a** recall, select and organize historical information;
- 5b** use dates and historical vocabulary to describe the periods studied.

Prior learning

- It will be helpful if children are confident with the use of a world atlas and understand what a continent is.
- Children will need to be familiar with the terms 'AD' and 'BC'.

Vocabulary

archaeologist, burial, mummification, Nile, Pharaoh, pyramid, religion

Resources

- **Activity sheet AS1.1**: *What we know about ancient Egypt* (one between two)
- **Activity sheet AS1.2**: *Sorting our information* (one for each child)
- **Picture Prompt sheet PP1**: *Time line* (see page 58)
- Globe
- World atlas (one between two)

Cross-curricular links

- **Geography**: Key skills (maps and mapping)

Differentiation

Some less able children may need help from an adult when completing **Activity sheets AS1.1**: *What we know about ancient Egypt* and **AS1.2**: *Sorting our information*.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an analysis of his/her completed **Activity sheet AS1.2**: *Sorting our information*.

Advance preparation

Children will be working in pairs for **Activities 1** and **2**. It is helpful if each pair has a child with good writing skills.

Introduction

Begin the lesson by sharing the class objective: **to discover what we already know about ancient Egypt.**

Activity 1 Where is Egypt?

- Give out the world atlases to each pair of children and ask them to locate modern-day Egypt in their atlas. Write the name on the board to help them. (You may also wish to write the relevant page

number on the board.) Ask the children:

Can you tell me the name of the river that runs through Egypt?

In what continent is Egypt?

and point out Egypt on the globe.

What do you think the weather is like there?

- Select one child to come out to the front of the class

Activity 2 What we already know

- Explain to the children that they will be working in pairs to write down anything that they know about ancient Egypt. Write the title **Ancient Egypt** on to the board. Give out **Activity sheet AS1.1**: *What we know about ancient Egypt* (one between two). Allow the children ten minutes to discuss and write down everything that they know about ancient Egypt.
- At the end of this time, select children to share their information with the class. As each pair offers information, add this to the board. Leave a small space at the side of the board for later on.

Activity 3 How can we organize what we know?

- When you have recorded all the information, ask the children:
How could we organize the information that we have on the board?
- You may need to help the children by selecting items from the board and asking them:
What is the connection between these two things?
- When the children have realized that the information could be organized into different categories, e.g. religion, life after death, pharaohs, geography, everyday life, discuss with them which categories these could be. As the children suggest categories, write these on to the board.

Activity 4 Organizing what we know

- Give out **Activity sheet AS1.2**: *Sorting our information* and read through the instructions with the children. Discuss what symbols they could draw for each heading. Check that all children have understood the task set.

Plenary

- Ten minutes before the end of the lesson, gather the children together. Show the children **Picture Prompt sheet PP1**: *Time line*. Explain to the children that the ancient Egyptians lived long ago, many hundreds of years before the birth of Christ.
- Remind the children that we call the time before Christ's birth '**BC**'. (You can, if you wish, change this to '**BCE**' (before Common Era)). Point to the Egyptian figure on the time line and tell the children that the first ancient Egyptian settlers came to live on the banks of the River Nile in 3500 BC.
- Explain the following to the children:
People who study Egypt have divided the time in ancient Egypt into blocks called '**kingdoms**': the **old kingdom**; the **middle kingdom** and the **new kingdom**. The ancient Egyptian period lasted from **2686 BC** to **1070 BC**. The pyramids were built between **2686 BC** and **2181 BC**. Many kings known as pharaohs ruled Egypt during the period of the kingdoms. In **332 BC** Alexander the Great, leader of the Greeks, became ruler of Egypt. Later, Egypt became part of the Roman empire.

Notes/evaluation

History

Notes/evaluation

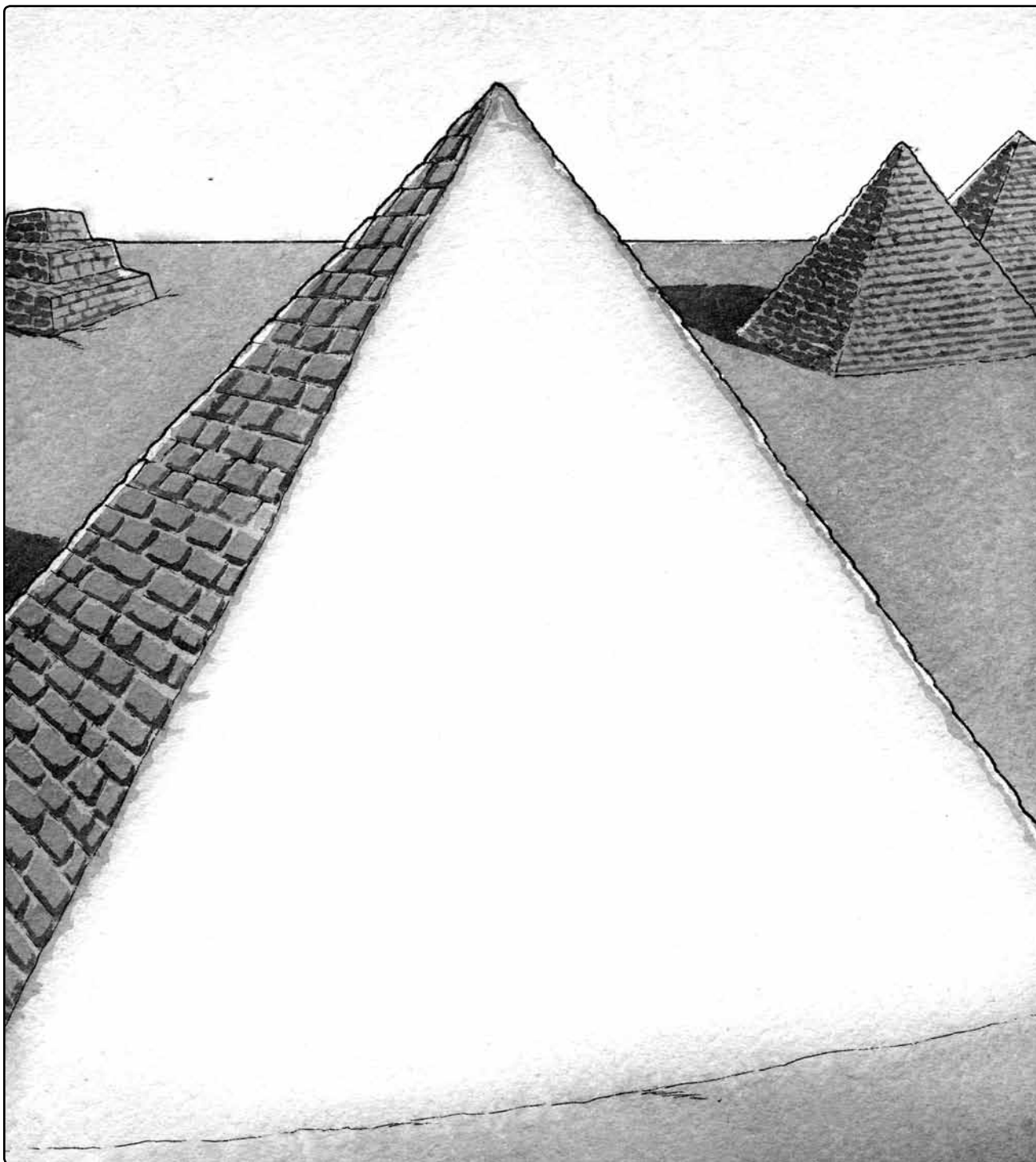
Name:

Empty box for writing the student's name.

What we know about ancient Egypt

Activity sheet 1.1

Write down any information you know about ancient Egypt inside the pyramid.






Sorting our information

Activity sheet 1.2

Name:

- Use the categories on the board to fill in the first line of your chart.
- Now draw a symbol for each category. (The first one has been done for you.)
- Underneath each symbol write down the words that belong in that category.

<p>Life after death</p>				
				
<p>mummy pyramid</p>				

Egyptian artefact

The purpose of this lesson is:

to discover what can be learnt about ancient Egypt from the study of one artefact.

Learning objectives

Children should learn:

- to observe an object in detail and to make inferences and deductions;
- to record information about an object accurately.

Class objective:

- to find out what we can learn about ancient Egypt from one object.

Learning outcomes

Children should be able to:

- describe an artefact accurately;
- make inferences and deductions from objects.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 1b** use dates and vocabulary relating to the passing of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b** social, cultural, religious and ethnic diversity of societies;
- 4a** find out about events, people and changes from an appropriate range of sources of information, including ICT-based sources;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5a** recall, select and organize historical information.

Prior learning

It will be helpful if children understand what type of creature a beetle is.

Vocabulary

carnelian (reddish semi-precious stone), description, detailed, electrum (mixture of gold and silver), green feldspar (rock-forming mineral), lapis lazuli (bright-blue, semi-precious stone), papyrus, pendant, Ra, scarab, semi-precious, winged

Resources

- **Activity sheet AS2.1**: *Scarab pendant*
- **Activity sheet AS2.2a**, **AS2.2b**, **AS2.2c**: *Egyptian object investigation*
- Computers with www.thebritishmuseum.ac.uk/compass/ loaded (see **Advanced preparation**)
- Crayons

Cross-curricular links

- **Art**: Knowledge, skills and understanding
- **RE**: Unit 3E *What is faith and what difference does it make?*
- **Science**: Unit 3C *Characteristics of materials*
- **Design and technology**: Knowledge, skills and understanding: Knowledge and understanding of materials and components
- **ICT**: Websites

Differentiation

There are two differentiated activity sheets for this lesson:

- **Activity sheet AS2.2a**: *Egyptian object investigation* for the less able children;
- **Activity sheet AS2.2c**: *Egyptian object investigation* for the more able children.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an analysis of his/her completed activity sheets and contribution to the class discussion.

Advance preparation

Familiarize yourself with the information about the scarab pendant provided in this lesson. Load the computers with the image of the Egyptian artefact (scarab pendant), as the children will need to draw it during the lesson. You will find it on:

www.thebritishmuseum.ac.uk/compass/

Click **Continue into compass**, go to **Quick search**, then type **scarab** into the box. Click **find**. This will take you to a page of thumbnails. Click on the first thumbnail entitled **scarab pendant**.

Gold wax crayons or markers would be useful for this lesson.

- Enlarge **Activity sheet AS2.1**: *Scarab pendant* to A3 size.

Introduction

- Begin the lesson by sharing the class objective: **to find out what we can learn about ancient Egypt from one object**. Show the children your copy of **Activity sheet AS2.1**: *Scarab pendant*. Explain to the children that they are going to investigate this object very closely. Tell the children that the flipbook will be on display in the classroom for them to look at while they are working, and that you have also loaded the image onto all the computers in the room. Tell the children that the pendant looks like gold, but is, in fact, made from electrum, which is a mixture of gold and silver. Explain that the different colours on the object are made from semi-precious stones and minerals.
- It is a pendant in the form of a winged scarab. It is made of electrum (a naturally-occurring alloy of gold and silver) and inlaid with carnelian (reddish semi-precious stone), green feldspar (rock-forming mineral) and lapis lazuli (blue semi-precious stone). It is 1.8 cm in height and 3.5 cm in length.

Activity 1 Investigating the object

- Give out **Activity sheet AS2.1**: *Scarab pendant* and **Activity sheet AS2.2a**, **AS2.2b**, **AS2.2c**: *Egyptian object investigation*. Read through the instructions with the children. Explain that the children must make careful, detailed drawings. Check that all the children understand the task set.

Activity 2 What can this object tell us?

- When the children have completed **Activity 1**, ask them the following or similar questions:
What materials is this made from?
How was it made?
What was it used for?
Who might have worn it?
Why was it worn?
What can we find out about ancient Egypt from looking at this object?
- As the children make their suggestions, add them to the board, e.g. Egyptians wore jewellery; Egyptian jewellery had beetles on it; some Egyptians were rich.
- Then ask the children:
Why do you think that a beetle was chosen for this pendant?
- Discuss with the children the importance of the scarab beetle as a symbol in Egyptian times. The

- This piece of jewellery from ancient Egypt dates back to the reign of Senwosret II, 12th dynasty, around 1890 BC.
- The scarab was one of the most important amulets in Egyptian times. Scarabs were used by both the rich and the poor.
- Scarabs were a cheap and common form of charm that everyone could afford and easily wear strung on a cord on their person. Most scarabs were made for the living. The ancient Egyptians believed that the scarab beetle was imbued with particular protective powers that warded off evil and provided good things for the owner for this life and the next. The scarab beetle is associated with the sun god, Khepri, for just as the beetle rolls its ball of dung, so the sun god rolls the sun across the sky.

Plenary

- Five minutes before the end of the lesson, ask the following questions:
What have we found out about ancient Egypt from looking at this object?
Could we say that all Egyptians wore jewellery?
Could we say that all Egyptian jewellery had beetles on it?
Could we say that all Egyptians were rich?
Why can't we know these things from looking at just one object?
- Explain to the children that before historians can say things about an ancient civilization, they have to consider a wide range of different evidence.

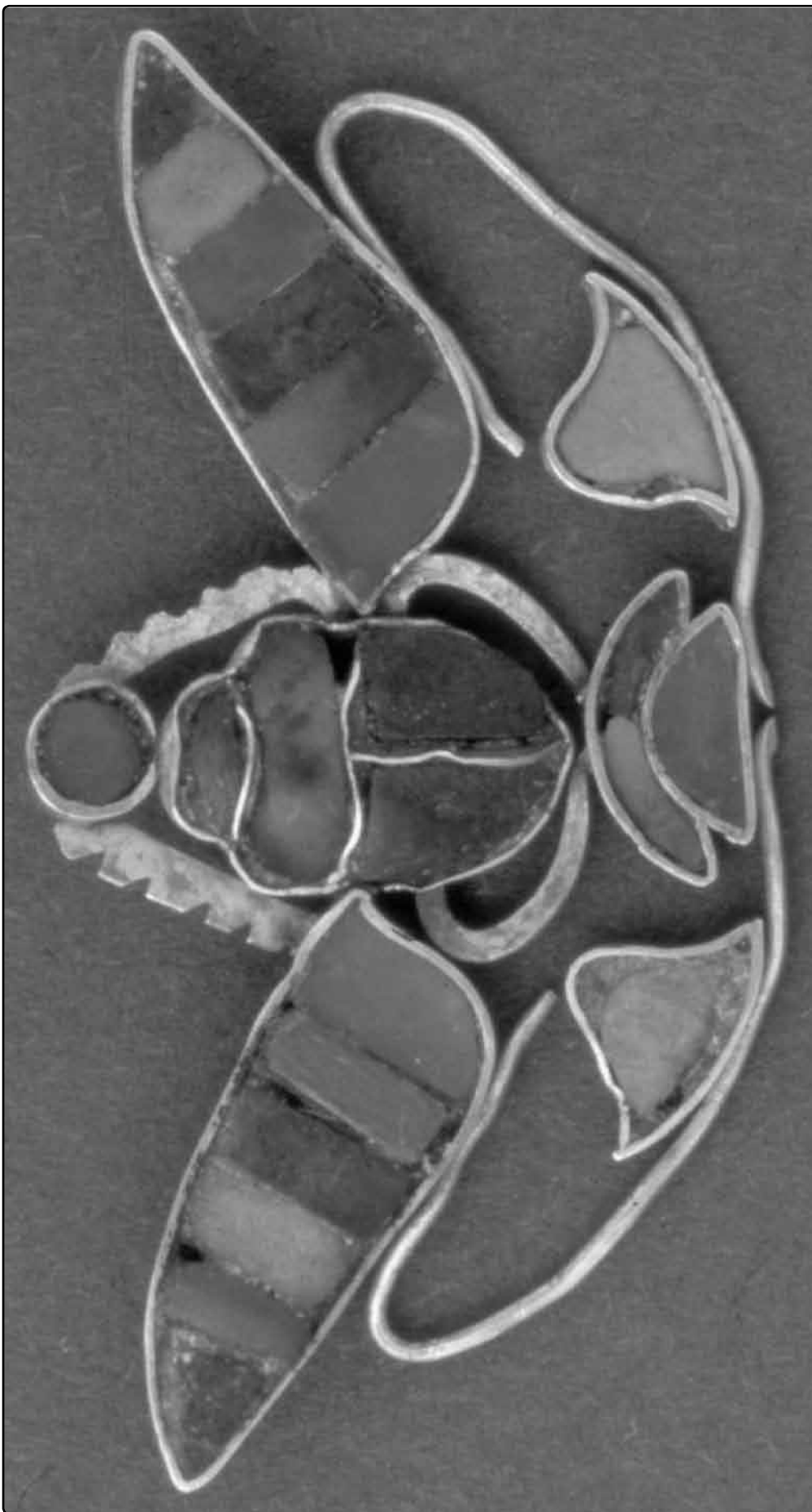
Homework

- Ask the children to find out something about the River Nile.



Scarab pendant

Activity sheet 2.1



Actual size
 Height: 1.8cm Wing span: 3.5cm



Egyptian object investigation

Activity sheet 2.2a

Name:

Draw a detailed picture of the Egyptian object shown in the Flipbook (and on your activity sheet).

Use the words below to help you write a detailed description of the object.

wings

beetle

electrum (a mix of gold and silver)

semi-precious stones

leaves

pendant



Egyptian object investigation

Activity sheet 2.2b

Name:

Draw a detailed picture of the Egyptian object shown in the Flipbook (and on your activity sheet).

Use the words below to help you write a detailed description of the object.

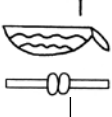
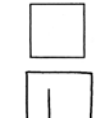
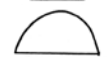
design semi-precious stones carnelian (reddish semi-precious stone)
 electrum (a mix of gold and silver jewellery) scarab beetle leaves
 pendant green feldspar winged lapis lazuli (blue semi-precious stone)



Egyptian object investigation

Name:

Activity sheet 2.2c



Draw a detailed picture of the Egyptian object shown in the Flipbook (and on your activity sheet).

Use the words below to help you write a detailed description of the object.

papyrus leaves constructed carnelian (reddish semi-precious stone)
 electrum (a natural alloy of gold and silver) symmetry
 design pendant lapis lazuli (blue semi-precious stone)
 jewellery inlaid with semi-precious stones green feldspar (rock-mineral)

The gift of the Nile

The purpose of this lesson is:

to discover why the landscape was crucial in the life of the ancient Egyptians.

Learning objectives

Children should learn:

- to make deductions about life in the past from pictures of the landscape;
- how much of the life of Egypt depended on the Nile.

Class objective:

- to discover the importance of the River Nile in ancient Egypt.

Learning outcomes

Children should be able to:

- extract information about the landscape from pictures;
- provide answers that show the relationship between the geography of Egypt and the way of life in the past.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5a** recall, select and organize historical information.

Prior learning

- This lesson builds on any work on rivers previously covered by the children.
- It will be helpful if the children are familiar with the terms 'desert' and 'fertile'.

Vocabulary

desert, fertile, flood, floodplain, Nile, silt

Resources

- **Activity sheet AS3.1**: *The landscape in Egypt*
- **Activity sheet AS3.2**: *Map of ancient Egypt*
- **Picture Prompt sheet PP2**: *Images of Egypt* (see page 59)
- Red and black crayons
- World atlas

Cross-curricular links

- **Geography**: Key skills (maps and mapping)
- **Geography**: Unit 14 *Rivers*

Differentiation

Some less able children may need help from an adult when completing **Activity sheet AS3.1**: *The landscape in Egypt* and reading the text in **AS3.2**: *Map of ancient Egypt*.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an analysis of his/her understanding of the impact of landscape on life as shown in the completed activity sheets.

Advance preparation

Gather together any resources that relate to the River Nile. The following web site includes thumbnail images of the settlement around the Nile. When you click on these, you will find a full page photo: <http://homepages.tcp.co.uk/~nicholson/egypt/nilebank.html>

Introduction

- Begin the lesson by sharing the class objective: **to discover the importance of the River Nile in ancient Egypt**. Explain to the children that Herodotus, an ancient Greek writer, who lived about 450 B.C. called Egypt '**the gift of the Nile**'. Explain to them that at the end of the lesson you would like them to tell you why he used these words.
- Show the children **Picture Prompt sheet PP2**: *Images of Egypt*, and ask them if they know what these pictures are. These images show the pyramids, a sphinx (stone figure with a lion's body and a human or animal head), hieroglyphs on a wall and a boat (felucca) on the River Nile.

Activity 1 Photographs of Egypt

- Give out **Activity sheet AS3.1**: *The landscape in Egypt* and read through the instructions with the children. Check that all children understand the task set.
- Keep **Picture Prompt sheet PP2**: *Images of Egypt* on display while the children are working.

Activity 2 Answering the questions

- When the children have completed their individual activity sheets, select one or two children to tell you the answers to the questions:
What can you see that would make life in Egypt difficult?
- **What can you see that would make life in Egypt easy?**
- Write these answers on the board. Discuss with the children the importance of the river for **a)** transport; **b)** fishing; **c)** as a source of water.

Activity 3 Map of ancient Egypt

- Give out **Activity sheet AS3.2**: *Map of ancient Egypt*. Ask the children:
What do you notice about the towns in ancient Egypt? (They are all close to the river.)
- Tell the children that the ancient Egyptians saw their country as 'Two Lands': **Kemet** (the Black Land) was the name given to the fertile area near the river; and **Deshret** (the Red Land) referred to the desert.
- Read through the instructions on the sheet with the children. Check that all the children have understood the task set.

Activity 4 The annual floods

- Explain to the children that every year in ancient Egypt the River Nile flooded.
- Ask any of the children if they have seen what is left behind when floodwater subsides.
- Tell the children that the mud or silt that the River Nile left behind made a layer of soil in which the farmers could plant their seeds. The rich black soil that was left was very good for growing fruit and vegetables and grain. Trees would grow by the sides of the river; these provided shade from the hot sun.

Plenary

- Five minutes before the end of the lesson, ask the children the following questions:
What do you think it would have been like living in ancient Egypt?
Who can explain why Herodotus called Egypt 'the gift of the Nile'?
- Select a child to explain this phrase. Remind the children that without the River Nile, Egypt could not exist.

Homework

- Ask the children to find out what a shabti was. Write the word on the board.

Notes/evaluation

History

Notes/evaluation

Name:

The landscape in Egypt

Activity sheet 3.1

Write down what you can see in the box next to each picture.



What can you see that would make life in Egypt difficult? _____

What can you see that would make life in Egypt easy? _____

Map of ancient Egypt

Name: _____

Activity sheet 3.2

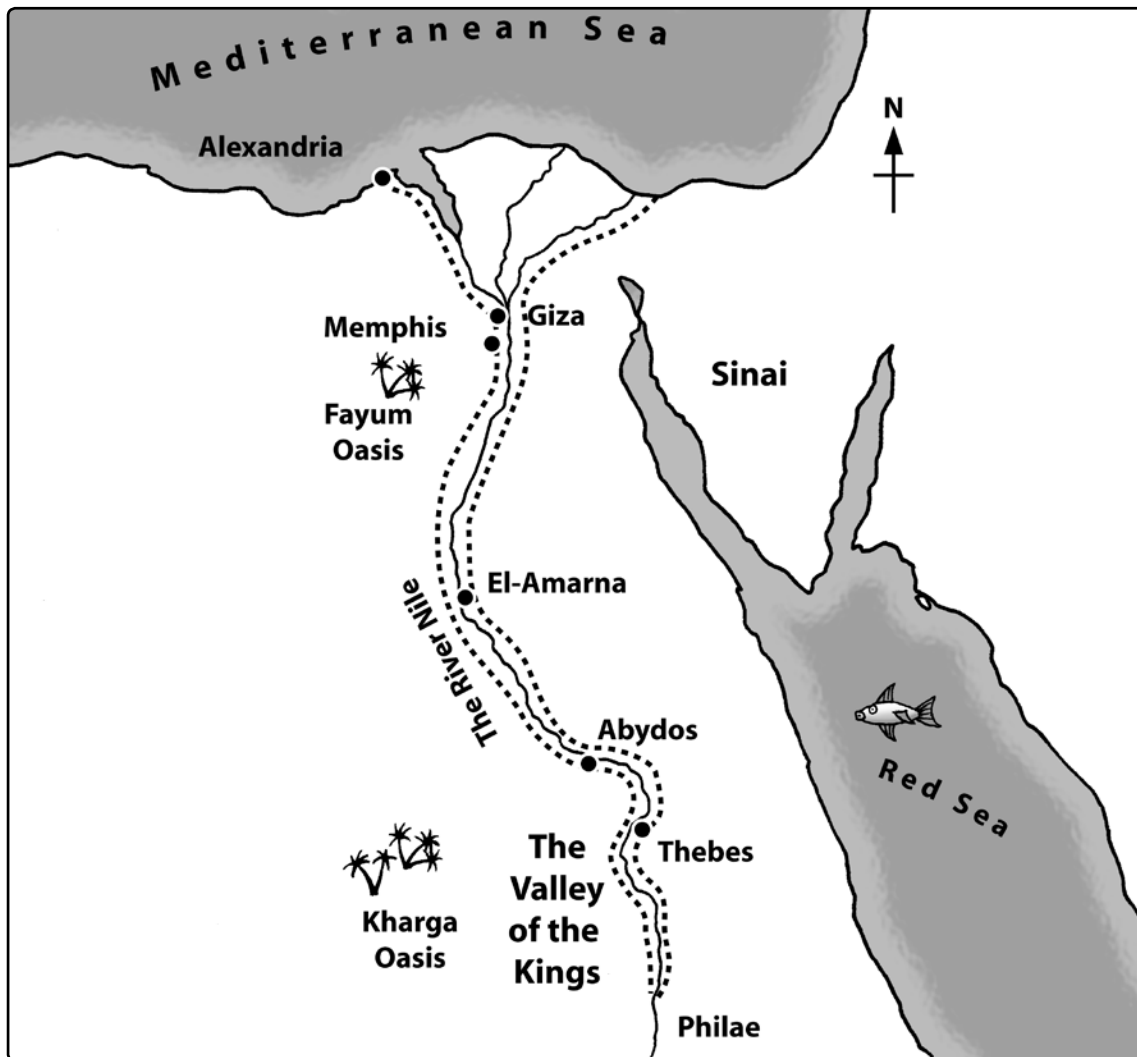
The ancient Egyptians saw their country as 'Two Lands':

Kemet (the Black Land) was the fertile area near the river;

Deshret (the Red Land) was the desert.

Colour the Black Land in black and the Red Land in red.

Fill in the key below the map.



Key

	Red Land
--	----------

	Black Land
--	------------

Which land did most of the people live in? _____

Why did they live there? _____

Looking at ancient Egyptian artefacts

The purpose of this lesson is:

to investigate the types of artefacts that have survived from ancient Egypt.

Learning objectives

Children should learn:

- to classify information in various ways;
- about the range of objects which have survived from ancient Egypt;
- to make inferences from objects about the way of life in ancient Egypt.

Class objective:

- to find out about the different artefacts that have survived from ancient Egypt.

Learning outcomes

Children should be able to:

- sort information into various categories;
- ask and answer questions about what has survived from ancient Egypt, and what it reveals about the past.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b** social, cultural, religious and ethnic diversity of societies;
- 3** recognize and give reasons for different representations and interpretations of the past;
- 4a** find out about events, people and changes from an appropriate range of sources of information, including ICT-based sources;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5a** recall, select and organize historical information.

Prior learning

It will be helpful if children understand the word 'artefact'.

Vocabulary

amulet (charm), artefact, canopic jar, dom (palm tree), faience, mummify, natron, pigment, quartz, shabti

Resources

- **Resource sheet** **RS4.1**: *Artefact information*
- **Activity sheet** **AS4.1**: *Investigating artefacts*
- **Activity sheet** **AS4.2**: *My chosen artefact*
- **Picture Prompt sheet** **PP3**: *Egyptian artefacts* (see page 60)
- Any relevant pictures/postcards

- Museum loans artefacts
- Replica ancient Egyptian artefacts

Cross-curricular links

- **Art**: Knowledge, skills and understanding
- **RE**: Unit 3E *What is faith and what difference does it make?*
- **Science**: Unit 3C *Characteristics of materials*
- **Design and technology**: Knowledge, skills and understanding; Knowledge and understanding of materials and components
- **ICT**: Websites

Differentiation

Some less able children will need help from an adult when sorting the artefacts to complete **Activity sheet** **AS4.1**: *Investigating artefacts* and in answering the final question on **Activity sheet** **AS4.2**: *My chosen artefact*.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an inspection of his/her completed activity sheets.

Advance preparation

Ensure that you familiarize yourself with the information on **Resource sheet** **RS4.1**: *Artefact information* prior to this lesson.

You can download the photos on **Picture Prompt sheet** **PP3**: *Egyptian artefacts* in colour from the following website:

www.thebritishmuseum.ac.uk/compass

Click **Continue into compass**, go to **Quick search** and then enter the name of the artefact in the box. Once you have found the artefact, click on the

thumbnail for information, and then click on the image again for full-sized pictures. You can pre-load these web pages onto computers for the children to view the images. You could also print them off before the lesson (and photocopy them if necessary). Collect together any relevant museum loans collection

materials.

You can supplement the resources in this lesson with any other pictures, postcards, or replica ancient Egyptian artefacts. Organize the children into mixed-ability groups for their homework task. They will be working in these groups for the next lesson.

Introduction

- Begin the lesson by gathering the children together. Share the class objective: **to find out about the different artefacts that have survived from ancient Egypt**. Remind the class about the artefact that they have looked at in detail. Explain to the class that their task is to consider a range of different artefacts from ancient Egypt.

Activity 1 What kind of artefact?

- Show the children **Picture Prompt sheet PP3: Egyptian artefacts** and ask them to look closely at the pictures. Using **Resource sheet RS4.1: Artefact information** discuss each picture in turn with the children. When you come to object **number 3** remind the children of their homework task and select one child to explain to the class what a shabti was.
- Give out **Activity sheet AS4.1: Investigating artefacts** and the printed copies of the artefacts. Read through the instructions on **Activity sheet AS4.1: Investigating artefacts** with the children. You may wish to model this activity with one of the objects before the children start. Check that all the children have understood the task set.

Activity 2 Organising our information

- Divide the board into six sections and write one of the following headings in each section:
 - Materials**
 - Life of the rich**
 - Life of the ordinary Egyptian**
 - Life after death**
 - Clothes**
 - Food**
- Invite children to offer information from **Activity sheet AS4.1: Investigating artefacts** to fill in the categories for each heading.
- Give out **Activity sheet AS4.2: My chosen artefact**. Read through the instructions with the children, and check that all children understand the task set. Explain to the children that they can use the work on the board to help them complete the last sentence.

Plenary

- Five minutes before the end of the lesson, tell the children that in their next lesson they will be working in groups to research information concerning life in ancient Egypt. Divide the class into groups of between four to six children, and tell them that for their homework and their next lesson they will be researching one of the following topics:
 - **1** food
 - **2** farming and hunting
 - **3** clothes and jewellery
 - **4** pyramids
 - **5** games and leisure
 - **6** gods and goddesses
- Allocate one topic to each group.

Homework

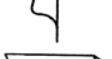
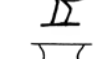
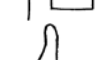
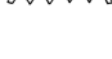
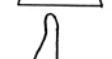
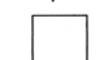
- Ask the children to carry out research on their allocated topics.

Notes/evaluation

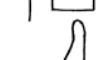
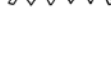
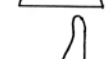
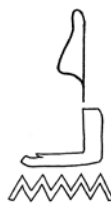


Artefact information

Resource sheet 4.1



- 1. Wooden figures of bakers:** From Asyut, Egypt, 12th Dynasty, around 1900 BC. Bread making was part of the day-to-day provisioning of palaces, ordinary households, temples and tombs. Models were placed inside tombs so that bread making could be continued throughout eternity.
- 2. Stone canopic jars:** When a body was preserved as a mummy, the internal organs were taken out and stored in canopic jars. The ancient Egyptians believed that it was important to preserve them alongside the mummified body. The heart (the 'seat of understanding') was left in place. The liver, lungs, stomach and intestines were placed in four different containers. The lids of these jars represent the sons of Horus, who were four gods who protected the organs that they contained: 1) the falcon-headed Qebhsenuf (intestines); 2) the jackal-headed Duamutef (the stomach); 3) the baboon-headed Hapy (the lungs); 4) the human-headed Imsety (the liver).
- 3. Wooden box and shabti figures:** A shabti is a small figure that is placed in the tomb as a servant for the afterlife. Shabtis often had spells written on them.
- 4. Bronze cat:** There were many statues of cats from ancient Egypt. This one has gold rings, a silvered collar round its neck and a silver protective amulet (charm). It is a sacred representation of the goddess, Bastet.
- 5. Gold mummy mask:** The idealized youthful face of the priest Hornedjitef is golden, showing that he has become divine. There is a spell around his head. Both the spell and the mask were intended to protect the head from being separated from the body, something that was greatly feared by ancient Egyptians, as it would prevent the deceased from reaching the Afterlife.
- 6. Mummy of a cat:** Animals associated with deities were regularly mummified in the later periods of Egyptian history. The cat is associated with the goddess Bastet.
- 7. Faience necklace:** Faience was a very versatile material and extremely well suited to making small items such as jewellery. Faience was produced by heating crushed quartz and natron (a natural mineral, like salt) with a pigment, until they fused. Pottery moulds were used to make small objects, such as necklaces and amulets.
- 8. Basket of woven palm leaves with fruit:** This is made of palm fibre, very finely put together. Some strands of black material have been inserted into the weave of the basketry, so that a small amount of patterning appears on the outside. Inside is some fruit from the dom palm tree.
- 9. Wooden figure of a woman:** The female servant carries a basket on her head, much like women in rural Egypt today. The majority of the models that were placed in wealthy tombs of the Middle Kingdom (about 2040–1750 BC) show the production of food offerings for the owner.
- 10. Pottery jug:** this would have been used for perfumed oils, which were a luxury item.



Investigating artefacts

Activity sheet 4.1

Name:

Look carefully at the pictures and information on Flipbook page 19: *Egyptian artefacts* and then fill in the answers to the questions below.

What materials do we know the ancient Egyptians used?

Which artefacts tell us about the life of rich people?

Which artefacts tell us about the life of ordinary people?

Which artefacts tell us about life after death?

Which artefacts tell us about what the ancient Egyptians wore?

Which artefacts tell us about food?





My chosen artefact

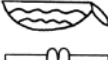
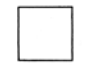
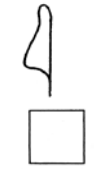
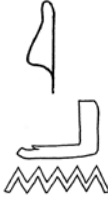
Name:

Activity sheet 4.2

The artefact I have chosen is

My drawing

This artefact tells me that



Life in ancient Egypt

The purpose of this lesson is:

to research aspects of life in ancient Egypt.

Learning objectives

Children should learn:

- about aspects of life in ancient Egypt;
- to make inferences and deductions from objects and pictures;
- that what we know about the past is dependent on what has survived.

Class objective:

- to find out about life in ancient Egypt.

Learning outcomes

Children should be able to:

- select pictures illustrating aspects of a chosen topic;
- infer and record information about a topic from pictures.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b** social, cultural, religious and ethnic diversity of societies;
- 3** recognize and give reasons for different representations and interpretations of the past;
- 4a** find out about events, people and changes from an appropriate range of sources of information, including ICT-based sources;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5a** recall, select and organize historical information;
- 5b** use dates and historical vocabulary to describe the periods studied.

Prior learning

The work in this lesson builds on the artefact work completed in **Lesson 4**.

Vocabulary

The vocabulary used in this lesson will be dependent on the specific objects chosen.

Resources

- **Resource sheet** **RS5.1**: *Scribe's palette*
- **Activity sheet** **AS5.1**: *What Egyptian objects can tell us*
- Selection of relevant materials

- Use of computers

Cross-curricular links

- **Literacy Framework:** Speaking and listening skills
NB Some or all of the following links may be appropriate:
- **Art:** Knowledge, skills and understanding
- **RE:** Unit 3E *What is faith and what difference does it make?*
- **Science:** Unit 3C *Characteristics of materials*
- **Design and technology:** Knowledge, skills and understanding: Knowledge and understanding of materials and components
- **ICT:** Websites, CD-ROMs

Differentiation

Some less able children may need help from an adult when completing **Activity sheet AS5.1**: *What Egyptian objects can tell us*.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an analysis of his/her oral contribution to the final class discussion.

Advance preparation

Arrange for computer access and load the relevant websites in advance. (See website sheet.)

Collect together any relevant books from the school library and schools library service, CD-ROMs, relevant museum loans materials, postcards and replica artefacts.

Introduction

Begin the lesson by sharing the class objective: **to find out about life in ancient Egypt**. Remind the children of their homework task.

Activity 1 Egyptian research

- Tell the children that in their group they have to investigate the resources available and choose three pictures or objects that they think will tell them most about their topic. When they have done this, each group must fill in a copy of **Activity sheet AS5.1**: *What Egyptian objects can tell us*.
- Read through the activity sheet with the children. Model the activity yourself with the object on **Resource sheet RS5.1**: *Scribe's palette*. Show the class the picture of the writing set.
- Ask the children:
What do we know from our object/photograph?
(That it was made of wood, and that it had some sort of ink.)

What can we guess about it? (That it was for writing with.)

What do we still need to find out? (Who could write in Egyptian times and what sort of ink they used.)

- Check that all children understand the task set. Explain to them that each group will need to:
 - share information on the topic that they researched for homework;
 - use the resources on the table;
 - discuss the resources;
 - decide which pictures to choose;
- Explain that each person will fill in his/her own activity sheet.

Activity 2 Sharing our information

- Invite each group in turn to show one of their chosen photographs or objects to the rest of the class and read the answers to their questions.

Plenary

- Ask the children why they have not been able to answer the **'what we still need to find out'** questions. Explain to the class that sometimes it is not possible to find all the answers. Archaeologists are still discovering information that can give more answers to the questions that we have about the ancient Egyptians.

Homework

- Ask the children to find out something about the ancient Egyptians' form of writing.

Notes/evaluation

History

Notes/evaluation

Scribe's palette

Resource sheet 5.1



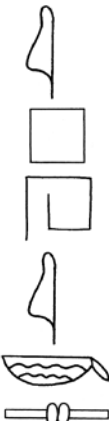
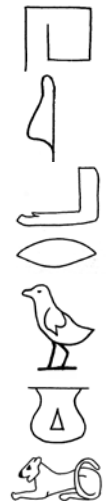
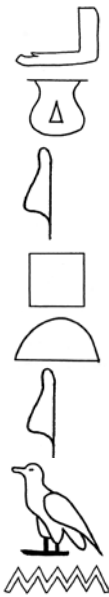


What Egyptian objects can tell us

Activity sheet 5.1

My group's topic

The objects/pictures my group has chosen are:



Names:

- 1.
- 2.
- 3.

What we know for certain from our object/photograph:

What we can guess:

What we still need to find out:

What we know for certain from our object/photograph:

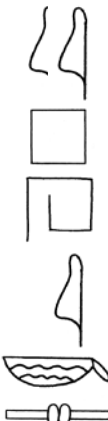
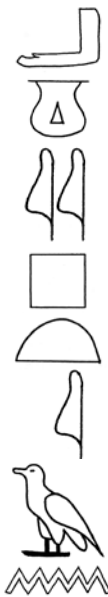
What we can guess:

What we still need to find out:

What we know for certain from our object/photograph:

What we can guess:

What we still need to find out:



Writing and numbers

The purpose of this lesson is:

to investigate Egyptian hieroglyphic writing and the Egyptian number system.

Learning objectives

Children should learn:

- about Egyptian hieroglyphic writing;
- about the Egyptian number system;
- to use sources of information in ways which go beyond simple observation.

Class objective:

- to learn about and use Egyptian hieroglyphics and numbers.

Learning outcomes

Children should be able to:

- understand the nature of Egyptian hieroglyphs;
- create their own piece of hieroglyphic writing;
- understand the Egyptian number system;
- write numbers using this system.

Programme of study

- 1a place events, people and changes into correct periods of time;
- 1b use dates and vocabulary relating to the passing of time;
- 2a characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b social, cultural, religious and ethnic diversity of societies;
- 3 recognize and give reasons for different representations and interpretations of the past;
- 4b ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5c communicate knowledge and understanding of history in a variety of ways.

Prior learning

This lesson builds on information that children have learned in previous lessons about writing in ancient Egypt.

Vocabulary

cartouche (ancient Egyptian oval figure enclosing royal or divine names), carving, decipher, Demotic, Greek, hieroglyph, hieroglyphic, hobble, lotus plant, phonetic signs, Rosetta stone, sacred, scripts, tadpole

Resources

- **Activity sheet AS6.1**: *Hieroglyphic alphabet*
- **Activity sheet AS6.2**: *Hieroglyphic writing*
- **Activity sheet AS6.3a**, **AS6.3b**, **AS6.3c**: *Egyptian numbers*
- **Picture Prompt sheet PP2**: *Images of Egypt* (see page 59)

Cross-curricular links

- **Numeracy Framework**: Solving problems

Differentiation

There are two differentiated activity sheets for this lesson:

- **Activity sheet AS6.3a**: *Egyptian numbers* for the less able children;
- **Activity sheet AS6.3c**: *Egyptian numbers* for the more able children.

Some less able children may need help from an adult when completing **Activity sheet AS6.2**: *Hieroglyphic writing*.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an inspection of his/her completed activity sheets.

Advance preparation

Please note that the alphabet on **Activity sheet AS6.1**: *Hieroglyphic alphabet* is only approximate. The ancient Egyptian alphabet is phonetic, and there are many symbols that represent speech sounds, but here 26 signs have been chosen to correspond with the letters of the English alphabet.

You may wish to have computer access for this lesson. If you do use the computers, pre-load the following websites:

www.egyptvoyager.com/hieroglyph_translator.htm

This website will convert English into Egyptian hieroglyphs.

www.eyelid.co.uk/numbers.htm

This website will convert numbers into the Egyptian number system.

Introduction

- Begin the lesson by sharing the class objective: **to learn about and use Egyptian hieroglyphs and numbers.** Explain to the children that the ancient Egyptians wrote in pictures called hieroglyphs. The word 'hieroglyph' is made up of two Greek words: **hieros** (which means 'sacred') and **glyphe** (which means 'carving'). This style of writing began about 5000 years ago. The Egyptians continued writing like this until about 400AD. Then they started to write in a language called **Demotic**, after which everyone forgot how to write hieroglyphs and what they meant.
- Explain the following to the children:
- For many hundreds of years no one could read Egyptian hieroglyphs.
- In 1799, however, the Rosetta Stone was discovered. This stone had the same piece of writing written on it in three different languages: **1) Egyptian hieroglyphs; 2) Demotic and 3) Greek.** The Greek text was easy to read. People could work out the Demotic, which was a kind of Greek, and so they worked out that the same thing was written on the stone in three different scripts (types of writing).
- Many people worked on trying to decipher the hieroglyphs but it was a French man called Jean-François Champollion who had been interested in hieroglyphics since he was a young boy, who finally worked out what they meant. It was also discovered that royal names were written in ovals which we call cartouches.

Activity 1 Deciphering hieroglyphs

- Give out **Activity sheet AS6.1**: *Hieroglyphic alphabet* and **Activity sheet AS6.2**: *Hieroglyphic writing*.
- Tell the children that throughout their work on ancient Egypt they have been working on activity sheets that have been decorated with a hieroglyphic border. Explain that their task now is to decipher

what exactly the border says, by referring to the hieroglyphic alphabet on **Activity sheet AS6.1**: *Hieroglyphic alphabet*. Explain that once they have worked out what the border means, they are to write their answer in **Section 1 of Activity sheet AS6.2**: *Hieroglyphic writing*.

Activity 2 Writing hieroglyphs

- Read through **Section 2** of the activity sheet with the children. Ask the children to write their names in hieroglyphics. Check that all children have understood the task set.
- When the children have worked out the letters of

their names in hieroglyphics, they can check them by using the translator on the website given in **Advance preparation**.

Activity 3 Egyptian numbers

- When the children have finished **Activity 2** show them **Picture Prompt sheet PP2**: *Images of Egypt*. Point to the picture of Egyptian hieroglyphs on a wall.

- Now give out **Activity sheet AS6.3a**, **AS6.3b**, **AS6.3c**: *Egyptian numbers*. Read through the instructions with the children and check that all children have understood the task set.

Plenary

- Five minutes before the end of the lesson, gather the children together. Ask the question: **What have we learned today about writing and numbers in ancient Egypt?** Select one or two children to give an answer.

Homework

- If the children have not had time to finish their activity sheets, ask them to complete them for homework.
- Ask the children to find out something about Tutankhamen's tomb.

Notes/evaluation

Hieroglyphic alphabet

Name:

Activity sheet 6.1

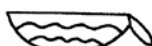
You can write hieroglyphics from left to right, just as we write from left to right when writing English. You can, however, also write them from right to left and up or down. The clue that tells you which way they are written is the direction in which the people or the animals are facing. If they are looking left, you start reading from the left.



A



B



C



D



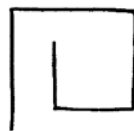
E



F



G



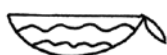
H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



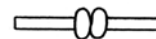
W



X



Y



Z



Hieroglyphic writing

Activity sheet 6.2

Name:

Section 1

The border on this page is made up of hieroglyphs. Use your hieroglyphic alphabet to work out what it says. Write this in the box below.

Section 2

Write your name in hieroglyphics.



Egyptian numbers

Activity sheet 6.3a

Name: _____

1	2	3	4	5	6	7	8	9

10	100	1000

The higher number is always written in front of the lower number.

15 would be written like this:

20 would be written like this:

Section 1

Write these numbers in Egyptian numbers.

5

30

10

140

11

1100

Section 2










Write down some other numbers in Egyptian.
See if the person next to you can work out what they are.









Egyptian numbers


Activity sheet 6.3b

Name: _____

								
1	2	3	4	5	6	7	8	9

					
10	100	1,000	10,000	100,000	1,000,000
a hobble for cattle	a coil of rope	a lotus plant	a finger	a tadpole or frog	a god with arms raised

The higher number is always written in front of the lower number. 25 would be written like this:



Section 1

Write these numbers in Egyptian numbers.

11

1250

15

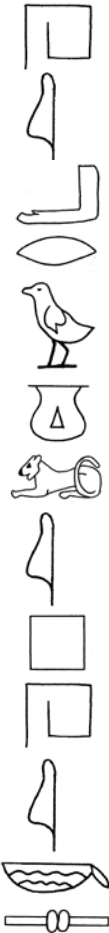
30

140

1100

Section 2










Write down some other numbers in Egyptian. See if the person next to you can work out what they are.









Egyptian numbers


Activity sheet 6.3c

Name:

								
1	2	3	4	5	6	7	8	9

					
10	100	1,000	10,000	100,000	1,000,000
a hobble for cattle	a coil of rope	a lotus plant	a finger	a tadpole or frog	a god with arms raised

The higher number is always written in front of the lower number. 25 would be written like this:



Section 1

Write these numbers in Egyptian numbers.

15

30

140

1100

1250

1,000,423

Section 2

Write down some other numbers in Egyptian. See if the person next to you can work out what they are.



Ancient Egyptian beliefs about life after death

The purpose of this lesson is:

to discover what the ancient Egyptians believed about life after death.

Learning objectives

Children should learn:

- about Egyptian tombs, pyramids and burial sites;
- to use sources of information in ways which go beyond simple observation.

Class objective:

- to find out about what the ancient Egyptians believed about life after death.

Learning outcomes

Children should be able to:

- select pictures about Egyptian beliefs;
- recreate objects accurately;
- create a small-scale reconstruction of a burial, which demonstrates ancient Egyptians' beliefs about the afterlife.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b** social, cultural, religious and ethnic diversity of societies;
- 4a** find out about events, people and changes from an appropriate range of sources of information, including ICT based sources;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5a** recall, select and organize historical information;
- 5c** communicate knowledge and understanding of history in a variety of ways.

Prior learning

This lesson builds on information from previous lessons.

Vocabulary

canopic jars, mummification, natron, pharaoh, sarcophagus (coffin), Tutankhamen

Resources

- **Resource sheet** **RS7.1**: *Life after death*
- **Activity sheet** **AS7.1**: *Preparing the mummy*
- **Activity sheet** **AS7.2**: *The burial chamber*
- **Activity sheet** **AS7.3**: *Wall painting*
- **Activity sheet** **AS7.4**: *Sarcophagus template*
- Air-drying clay (or Plasticene) for mummies, sarcophagus, canopic jars etc.
- Collection of reference books and CD-ROMs with

information on ancient Egyptian tombs

- Glue
- Paints, crayons, gold/silver marker, small beads
- Scissors
- Shoe boxes (or other similar-sized boxes) for the burial chamber – one per group
- White toilet paper, to be cut into strips and used as bandages

Cross-curricular links

- **Art:** Knowledge, skills and understanding,
- **RE:** Unit 3E *What is faith and what difference does it make?*
- **Science:** Unit 3C *Characteristics of materials*
- **Design and technology:** Knowledge, skills and understanding: Knowledge and understanding of materials and components
- **ICT:** Websites

Differentiation

Some less able children may need help from an adult in selecting appropriate items for their burial chamber.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an analysis of his/her contribution to the group discussion and individual contribution towards the burial chamber.

Advance preparation

This lesson deals with sensitive issues relating to death and burial. You will need to be sensitive to the needs of children, as some of them may be coming to terms with the death of a relative or friend. For part of this lesson the children will be working in groups to

create an Egyptian burial chamber. You will need to collect the items in the **resources** section prior to this lesson. You will also need to make your own model of an Egyptian burial chamber to demonstrate to the children. Make a model of the sarcophagus using the template on **Activity sheet AS7.4**: *Sarcophagus template* before the lesson. Fold down the tabs around the edge of the template. You will need to cut a 3cm wide strip of paper to stick to the tabs around the edge, to complete the lid of the sarcophagus. Place the children in mixed-ability

groups for this lesson. Arrange computer access for this lesson. Supply any CD-ROMs that refer to Egyptian burial chambers and load the following websites onto the computers: http://touregypt.net/egyptmuseum/egyptian_museum.htm (This is the website of the Egyptian Museum in Cairo and includes pictures of the well-known treasures from the tomb of Tutankhamen.) <http://www.ancientegypt.co.uk/menu.html> (This is the British Museum's website.)

Introduction

Begin the lesson by sharing the class objective: **to find out about what the ancient Egyptians believed about life after death**. Remind the children of their homework task and select children to share their information with the rest of the class. Place the following heading on the board: **The tomb of Tutankhamen**. As the children provide information as to what was in the tomb, add this to the board.

Activity 1 What the Egyptians believed about life after death

- Read the children the information on **Resource sheet RS7.1**: *Life after death*.
- Stress that the tombs that archaeologists have found are excellent evidence for what the Egyptians believed about life after death.
- Give out **Activity sheet AS7.1**: *Preparing the mummy* and tell the children to read this for ideas of what should go into an Egyptian burial chamber.

Activity 2 Researching the burial chamber

- Tell the children that they will be working in groups to create a model of an Egyptian burial chamber. Give each group **Activity sheet AS7.2**: *The burial chamber* and place a selection of books on the table. Tell the children that they will have some time to look at the resources (books, websites and CD-ROMs) before discussing and recording what they think should be in the burial chamber of a pharaoh. They will then need to decide what part of the burial chamber each child is to make. Remind the children to make use of the information that you wrote on the board about the tomb of Tutankhamen.

Activity 3 Creating the tomb

- Now give each group **Activity sheets AS7.3**: *Wall painting* and **AS7.4**: *Sarcophagus template*.
- Distribute the resources, so that the children can create the objects/drawings that are to go into their burial chamber:
 - air-drying clay (or Plasticene) for mummies, sarcophagus and canopic jars etc.
 - glue
 - white toilet paper, to be cut into strips and used as bandages
 - paints, crayons, gold/silver marker, small beads
 - shoe boxes (or other similar-sized boxes) for the burial chamber – one per group.
- Tell the children that for the burial chamber they will need to:
 - decorate the walls of their (shoe box) burial chamber with pictures or hieroglyphics;
 - include a decorated sarcophagus (coffin);
 - include a (clay/Plasticene) mummy wrapped in bandages, with amulets (see **Activity sheet AS7.1**: *Preparing the mummy* for pictures of amulets);
 - include canopic jars;
 - include things needed for the afterlife, e.g. food, shabtis, furniture, jewellery.
- Write this information on the board.

Plenary

- Select children to sum up for the class what the ancient Egyptians believed about life after death. Tell the children that they will be able to continue making their ancient Egyptian burial chamber during the next lesson.

Homework

- Ask the children to continue working on their contribution to the group's burial chamber and to find out the name of a pharaoh.



Life after death

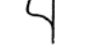
Resource sheet 7.1



The ancient Egyptians believed in many different gods. Their strongest belief was that they would enjoy a wonderful life after their death. To make sure they were ready for this afterlife, they prepared the dead body very carefully and put it into the burial chamber with many objects that would help the person on their way.



Egyptians believed that when a person died, s/he would go to the hall of two truths, where s/he would answer questions on his/her life to the god, Anubis. Then the person's heart would be weighed on scales against the feather of truth. If the person in question were honest, s/he would be granted a safe passage to the afterlife by the god, Osiris. If the person were dishonest, his heart would be eaten by Ammit, devourer of the dead.



After the person had died, the body was washed in water from the Nile.



The liver, lungs, stomach and intestines were taken out and dried in natron (a natural mineral, like salt). These organs were placed in canopic jars. Each jar had a different top:



Imsety, the human-headed god looked after the liver;



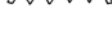
Hapy, the baboon-headed god looked after the lungs;



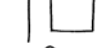
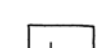
Duamutef, the jackal-headed god looked after the stomach;



Qebehsenuf, the falcon-headed god looked after the intestines.



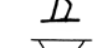
The heart was left in the body because the Egyptians believed that the person would need it in the afterlife. A long hook was used to smash the brain and pull it out through the nose. The body was then stuffed and dried in natron. After 40 days it was rubbed with good-smelling oils, then wrapped in linen bandages. The arms and legs were wrapped separately.



Amulets (charms) were put in the bandages. The isis knot amulet protected the body and the plummet amulet kept the person balanced in the next life.



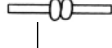
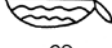
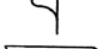
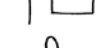
The stuffed, dried-out body was then covered in resin. The priest read out spells. A papyrus scroll (papyrus was used before paper and made from squashed papyrus reeds), with spells from the Book of the Dead, was placed in the mummy's arms. The spells were placed with the dead person in order to help him/her pass through the dangers of the underworld and attain an afterlife of bliss in the Field of Reeds.



A death mask was put onto the mummy.



The last ceremony was one called the 'opening of the mouth'. The priest touched the mouth of the mummy, so that it would be able to eat and speak in the afterlife. The mummy was then put into a sarcophagus (a coffin), which could be made out of either wood or stone. Magic symbols were painted on the coffin, as well as hieroglyphs, pictures of gods and spells. The sarcophagus would then be placed into the burial chamber, together with the canopic jars, food, possessions and other items for the afterlife. A wealthy Egyptian would also take servants in the form of shabti with him/her. The walls of the tomb were decorated with paintings and spells.



Preparing the mummy

Activity sheet 7.1

Name:

The ancient Egyptians believed that they would enjoy a wonderful life after their death. To make sure they were ready for this afterlife, they prepared the dead body very carefully and put it into the burial chamber with many objects that would help the person on their way.

After the person had died, the body was washed in water from the Nile. The liver, lungs, stomach and intestines were taken out and dried in natron. These organs were placed in canopic jars. Each jar had a different top:

Imsety, the human-headed god looked after the liver;

Hapy, the baboon-headed god looked after the lungs;

Duamutef, the jackal-headed god looked after the stomach;

Qebehsenuf, the falcon-headed god looked after the intestines.



Imsety



Hapy



Duamutef

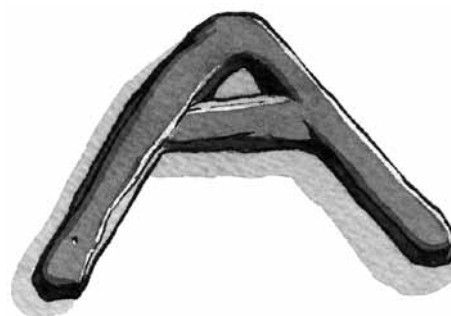


Qebehsenuf

The body was dried and then wrapped in layers of linen bandages. Amulets (charms) were put in the bandages.



Isis knot amulet to protect the body



Plummet amulet to keep the person balanced in the next life

A papyrus scroll, with spells from the Book of the Dead, was placed in the mummy's arms. A death mask was put onto the mummy. The mummy was then put into a sarcophagus (coffin), which could be made out of either stone or wood. Magic symbols were painted on the coffin, as well as hieroglyphs, spells and pictures of gods. The sarcophagus would then be placed into the burial chamber, together with the canopic jars, food, possessions and other items for the afterlife. A wealthy Egyptian would also take servants in the form of shabti with him/her. The walls of the tomb were decorated with paintings and spells.



The burial chamber

Activity sheet 7.2

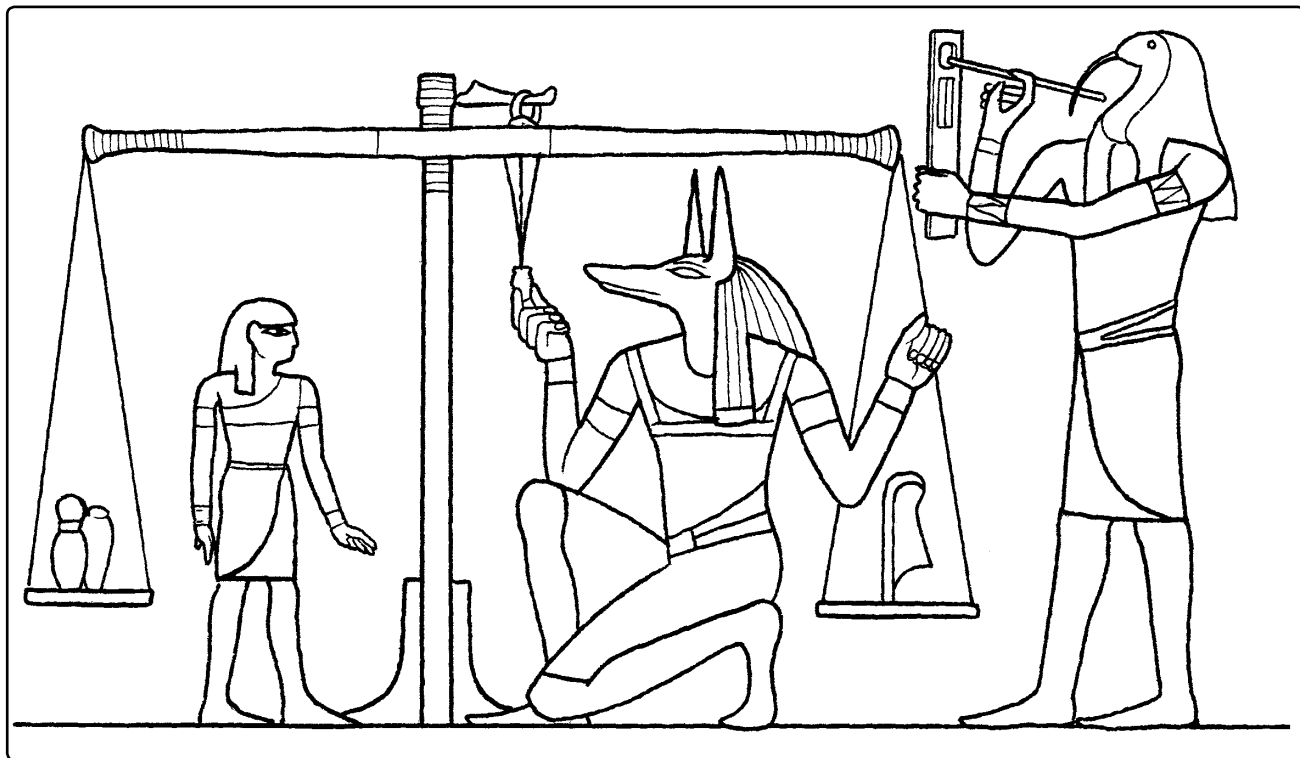
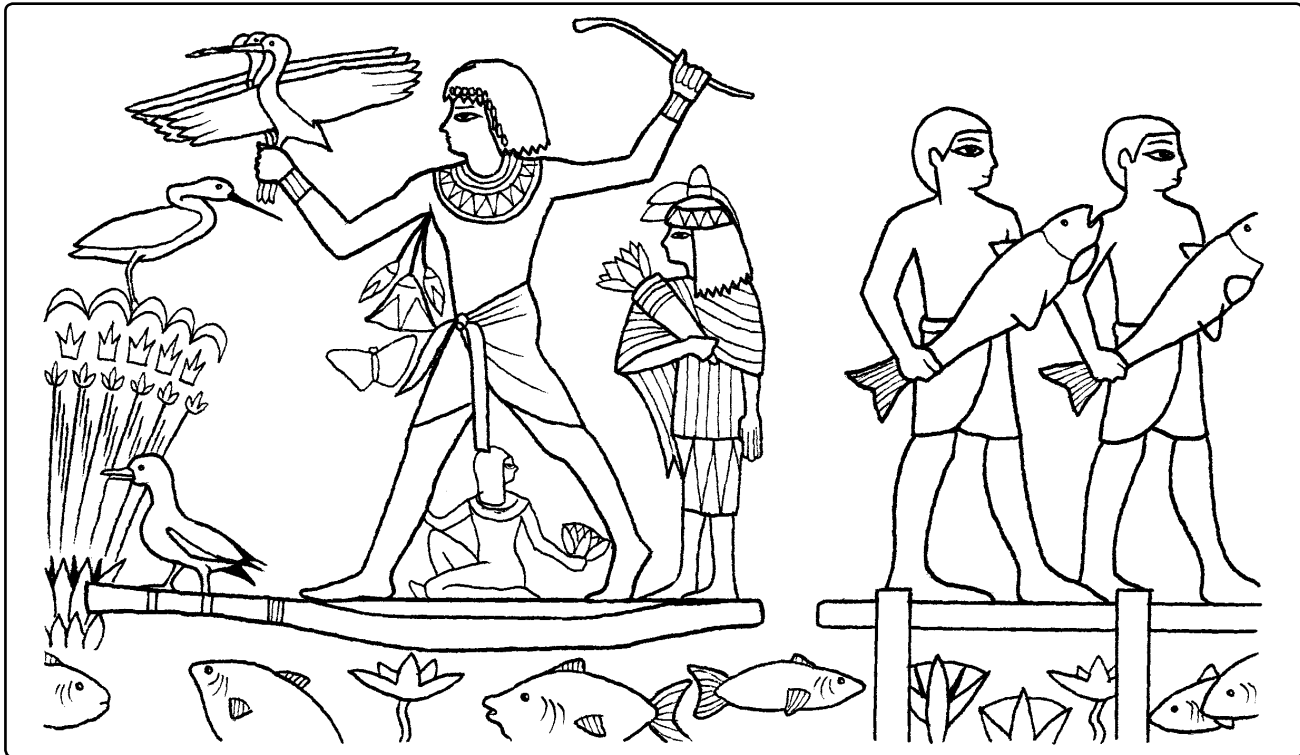
Names:

<p>Task each person in the group is to do</p>	
<p>Why we should include it</p>	
<p>What we should include</p>	

Wall painting

Activity sheet 7.3

Name: _____



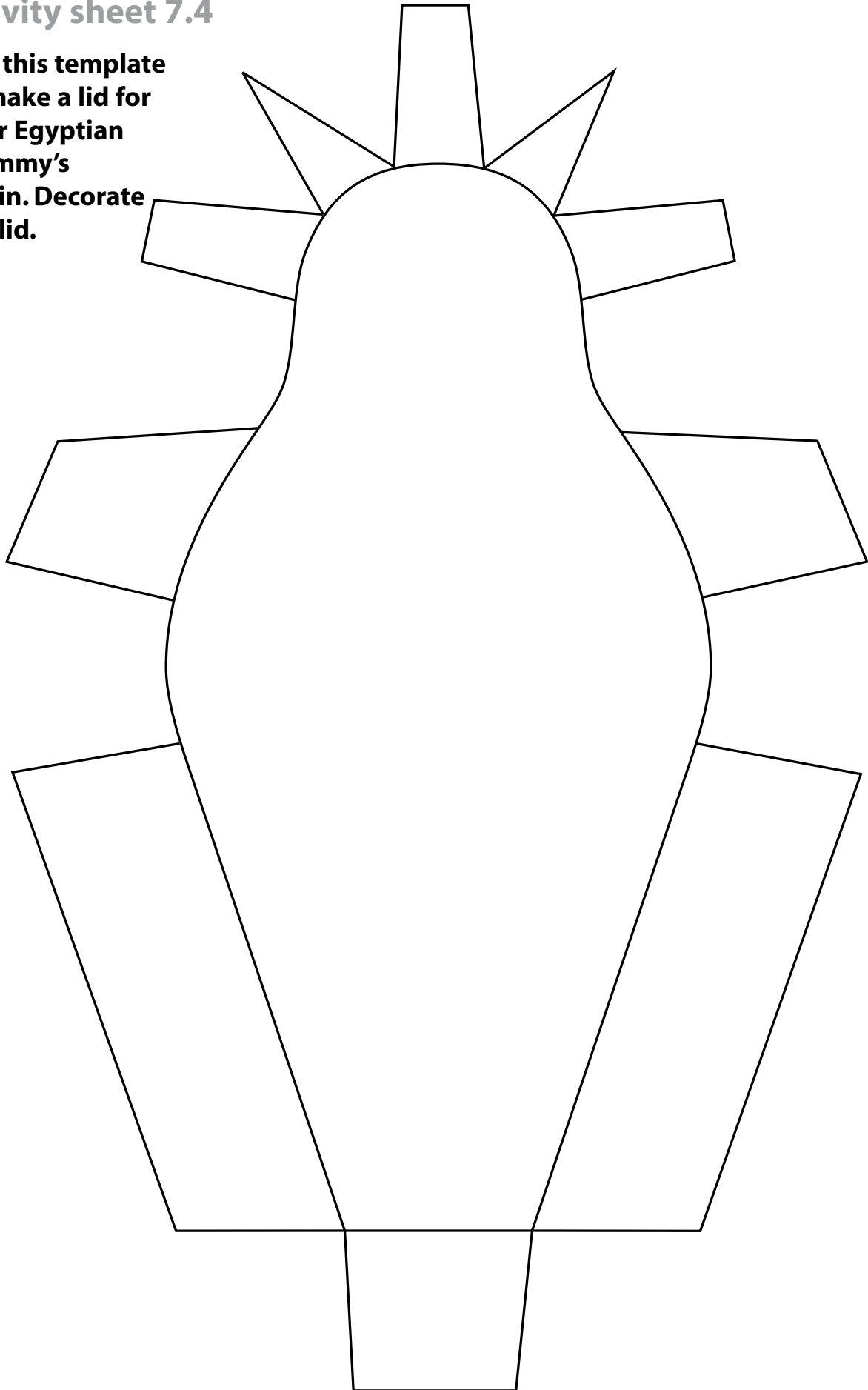


Sarcophagus template

Name:

Activity sheet 7.4

Use this template to make a lid for your Egyptian mummy's coffin. Decorate the lid.



Creating an Egyptian burial chamber

The purpose of this lesson is:

to create an Egyptian burial chamber.

Learning objectives

Children should learn:

- to select relevant objects to place in a burial chamber;
- to use sources of information in ways that go beyond simple observation.

Class objective:

- to create an Egyptian burial chamber.

Learning outcomes

Children should be able to:

- create a small-scale reconstruction of a burial chamber, which demonstrates the ancient Egyptians' beliefs about the afterlife.

Programme of study

- 1b** use dates and vocabulary relating to the passing of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b** social, cultural, religious and ethnic diversity of societies;
- 4a** find out about events, people and changes from an appropriate range of sources of information, including ICT-based sources;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5c** communicate knowledge and understanding of history in a variety of ways.

Prior learning

This lesson builds on work begun in **Lesson 7**.

Vocabulary

canopic jars, mummification, natron, pharaoh, sarcophagus (coffin)

Resources

- **Activity sheet AS8.1**: *Inside the pharaoh's tomb*
- All **Activity sheets** from **Lesson 7**
- Air-drying clay (or Plasticene) for mummies, sarcophagus and canopic jars etc.
- Collection of reference books and CD-ROMs with information on ancient Egyptian tombs
- Glue
- White toilet paper, to be cut into strips and used as bandages
- Paints, crayons, gold/silver marker, small beads

- Sand for base of tomb (optional)
- Scissors
- Shoe boxes (or other similar-sized boxes) for the burial chamber – one per group

Cross-curricular links

- **Art:** Knowledge, skills and understanding
- **RE:** Unit 3E *What is faith and what difference does it make?*
- **Science:** Unit 3C *Characteristics of materials*
- **Design and technology:** Knowledge, skills and understanding: Knowledge and understanding of materials and components
- **ICT:** Websites

Differentiation

Some less able children may need help from an adult in selecting and constructing appropriate items for their burial chamber.

Assessment opportunities

Each child's understanding of this lesson can be assessed through an inspection of his/her contribution to the finished burial chamber.

Advance preparation

In this lesson the children will continue working in groups to create an Egyptian burial chamber. Ensure that you prepare all the materials listed in the **resources** section before the start of the lesson. (This is the same list as appears in **Lesson 7**.)

Arrange computer access for this lesson. Supply any CD-ROMs that refer to Egyptian burial chambers and load the following websites onto the computers: www.ancientegypt.co.uk/menu.html (This is the British Museum's website.)

http://touregypt.net/egyptmuseum/egyptian_museum.htm

(This is the Egyptian Museum's website and includes

pictures of the well-known treasures from the tomb of Tutankhamen.)

Introduction

- Begin the lesson by sharing the class objective: **to create an Egyptian burial chamber.**

Activity 1 Finishing the burial chamber

- Ask the children to continue the work started in the previous lesson. Remind the children of their homework task and tell them that each group must decide on the name of the pharaoh who is buried in their tomb. If there are early finishers in the class,

give them **Activity sheet AS8.1**: *Inside the pharaoh's tomb* and ask them to write down information about the burial chamber that their group has made.

Plenary

- Ten minutes before the end of the lesson, ask each group to share with the class what they have included in their burial chamber and the reasons why they have included these objects.

Homework

- Remind the children that for the next lesson they will be going on their Egyptian visit. Tell them that their homework is to come properly prepared for the trip.

Notes/evaluation

History

Notes/evaluation

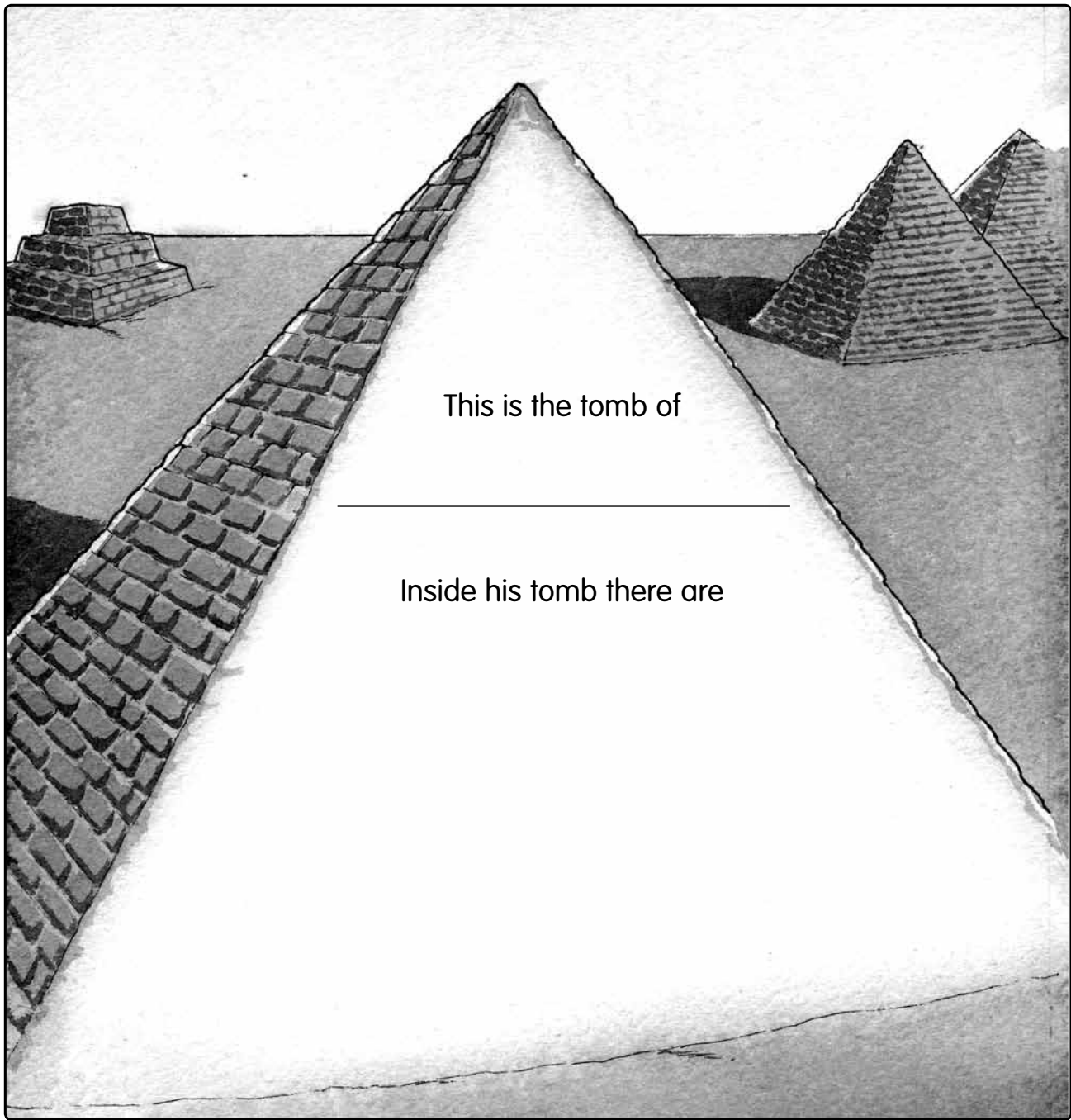


Inside the pharaoh's tomb

Activity sheet 8.1

Name:

Fill in the name of the pharaoh who is buried in your tomb. Then describe what is inside his tomb.



This is the tomb of

Inside his tomb there are

Egyptian visit

The purpose of this lesson is:

to visit a location that will provide evidence of life in ancient Egypt.

Learning objectives

Children should learn:

- to use archaeological evidence to build up a picture of life in ancient Egypt;
- to ask and answer questions about what survived from ancient Egyptian times.

Class objective:

- to go on a visit to discover more about the ancient Egyptians.

Learning outcomes

Children should be able to:

- select information about life in ancient Egypt from a range of sources;
- make deductions about life in ancient Egypt from existing archaeological evidence.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 1b** use dates and vocabulary relating to the passing of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 4a** find out about events, people and changes from an appropriate range of sources of information, including ICT-based sources;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry.

Prior learning

- It is important children understand the meaning of the word 'evidence'.
- This site visit will consolidate much of the learning undertaken in the previous units.

Vocabulary

The vocabulary for this lesson will be dependent on the specific site visited. The following may be useful: archaeology, canopic jars, evidence, mummies, sarcophagus, shabti

Resources

- **Activity sheet AS9.1**: *Evidence of ancient Egypt* (where appropriate)
- Cameras
- Clipboards
- Pencils

Cross-curricular links

- **Art**: Unit 9gen *Visiting a museum, gallery or site*
- Other links may be appropriate, depending on the site visited.

Differentiation

Some children may require help from another adult in order to record their observations effectively.

Assessment opportunities

Each child's understanding of this lesson can be assessed through inspection of his/her observational drawings and verbal responses during any relevant discussion.

Advance preparation

The British Museum houses one of the best Egyptian collections in the world. Educational groups of ten or more are asked to book with the box office:

Telephone: 020 7323 8510

e-mail: learning@thebritishmuseum.ac.uk

The Ashmolean Museum in Oxford also has an extensive Egyptian collection:

Telephone: 01865 278015

e-mail: education.service@ashmus.ox.ac.uk

Other museums around the country have smaller Egyptian collections. This website has links to some of them:

www.akhnet.co.uk/museum.htm

Ensure that you book both the location and the transport for the class well in advance of this visit. Two days before the visit is to take place, ring and confirm both bookings. Work out the cost per child. If possible, carry out a preliminary visit to the intended

location and complete a thorough risk assessment. Where this is not possible, phone the site for information to help you complete your risk assessment form. Check what facilities are available on site and ask if any member of the education staff will be available to support your school group. You may wish to include time for a shop visit.

Prepare a letter to the children's parents/carers and notify them about the class field trip. Include the following information: date; time; purpose of visit; cost; list of suitable clothing; whether a packed lunch is needed; whether spending money is needed; a request for adult help on the day of the trip; a tear-off permission slip. You may also need to arrange for extra adults from school to be available for the field trip. A helpful ratio for this age is one adult to five children.

Before the visit, give attending adults the following:

- a copy of the children's activity sheet;

- a copy of the day's timetable;
- a list of the children in each group.

(It is essential that all attending adults feel confident in their understanding of the arrangements, their role, and the curriculum objectives for the field trip.)

Arrange for the use of the school cameras. (Use digital cameras where available.)

The day before, remind the children about the trip.

It is very likely that site-specific educational materials will be provided for your class to complete during the visit. If this is not the case, the generic sheet included with this unit can be used. Visits are most successful if children have time to closely observe and make deductions concerning the environment they find themselves in. Site-specific questions for the adult in charge of the group to use with the children can be prepared prior to the visit. This will ensure that your learning objectives are covered during the visit.

Introduction

- Give the children some brief information about the site that they are going to visit and the likely duration of the journey.
- Where appropriate, give out clipboards, pencils and **Activity sheet AS9.1**: *Evidence of ancient Egypt* to each child.
- Allocate the digital camera(s) to selected children.
- Ensure that each child knows which adult s/he is to go with.
- Call the groups out one at a time, to line up with their adults.
- At this point stress to the children that they must keep safe by always staying with their adult and listening carefully to what the adult says.

Activity 1 Site visit

- Read through the instructions on the sheet with the children. Ask one of the children what the word 'evidence' means. Confirm that it means 'proof' or 'something that shows something to be true'.

Plenary

- Five minutes before the end of the lesson, return to the classroom. Gather the children together and select one child to thank the adult helpers.
- Ask the question:
What have we learned about the ancient Egyptians from our visit today?
- Explain to the class that in their final lesson on Egypt they will be creating a display in which they will need to show all the things that they have learned about life in ancient Egypt.

Homework

- Ask the children to write down some ideas on how they could display their work on ancient Egypt.

Notes/evaluation



Evidence of ancient Egypt

Name: _____

Activity sheet 9.1

Section 1

Choose one thing you have seen that is good evidence of how the ancient Egyptians lived. Draw it in the box below.

Section 2

This is good evidence of ancient Egyptian life because it shows how the ancient Egyptians _____



Ancient Egyptian display

The purpose of this lesson is:

to use the knowledge gained about ancient Egypt to create a class display.

Learning objectives

Children should learn:

- what we can find out about ancient Egypt from what has survived;
- to produce a structured account about life in ancient Egypt from what has survived.

Class objective:

- to create a display to show what we have learned about ancient Egypt.

Learning outcomes

Children should be able to:

- make a display that shows understanding of the characteristic features of Egyptian society.

Programme of study

- 1a** place events, people and changes into correct periods of time;
- 1b** use dates and vocabulary relating to the passing of time;
- 2a** characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past;
- 2b** social, cultural, religious and ethnic diversity of societies;
- 2d** describe and make links between main events, situations and changes;
- 3** recognize and give reasons for different representations and interpretations of the past;
- 4a** find out about events, people and changes from an appropriate range of sources of information, including ICT-based sources;
- 4b** ask and answer questions, and select and record information relevant to the focus of the enquiry;
- 5a** recall, select and organize historical information;
- 5b** use dates and historical vocabulary to describe the periods studied;
- 5c** communicate knowledge and understanding of history in a variety of ways.

Prior learning

The display created will be a consolidation of all prior learning on the ancient Egyptians.

Vocabulary

Vocabulary used in this lesson will include vocabulary from all previous lessons.

Resources

The resources will depend on the final form of display; likely resources will include:

- **Resource sheet RS10.1:** *Ideas for Egyptian display*
- Prior work done on the ancient Egyptians
- Card
- Coloured sugar paper
- Glue
- Scissors
- Pictorial materials
- Finished burial chambers

Cross-curricular links

These will be dependent on the nature of the final display, but are likely to include:

- **Art:** Knowledge, skills and understanding
- **RE:** Unit 3E *What is faith and what difference does it make?*
- **Science:** Unit 3C *Characteristics of materials*
- **Design and technology:** Knowledge, skills and understanding: Knowledge and understanding of materials and components
- **ICT:** Websites
- **Numeracy Framework:** Solving problems
- **Literacy Framework:** Speaking and listening skills

Differentiation

Less able children can be assigned tasks appropriate to their ability during this lesson.

Assessment opportunities

Each child's understanding of this lesson can be assessed through his/her oral contribution to the discussion and contribution to the final class display.

Advance preparation

Select one child to send an invitation by e-mail to the headteacher and/or governors to attend the last ten minutes of the lesson and view the finished display.

In your invitation include the words: 'You are welcome to ask our class any questions on our ancient Egyptian display.'

Introduction

- Begin the lesson by sharing the class objective: **to create a display to show what we have learned about ancient Egypt**. Ask the class what topics they think it is most important to include. As the children offer suggestions, write them on the board.
- Remind the class of the homework task and write their ideas for creating a class display on the board. Once you have recorded these ideas, discuss with the class the final form of the display.

Activity 1 Preparing the display

- Allocate different tasks to the children within the class.
- These could include:
 - creating headings and titles (possibly on the computer);
 - preparing the display area;
 - selecting appropriate written work and pictures;
 - mounting work.
- Children can work in groups to create their Egyptian display.

Activity 2 Visitor

- Prepare one child to greet your visitor. Once the visitor has looked at the materials on display, encourage him/her to ask the children questions on the materials that they have seen. Select one child to thank the visitor.

Plenary

- Five minutes before the end of the lesson, ask the children to tell you their favourite piece of information about ancient Egypt. Select one or two children to answer.

Notes/evaluation

History

Notes/evaluation

Ideas for Egyptian display

Resource sheet 10.1

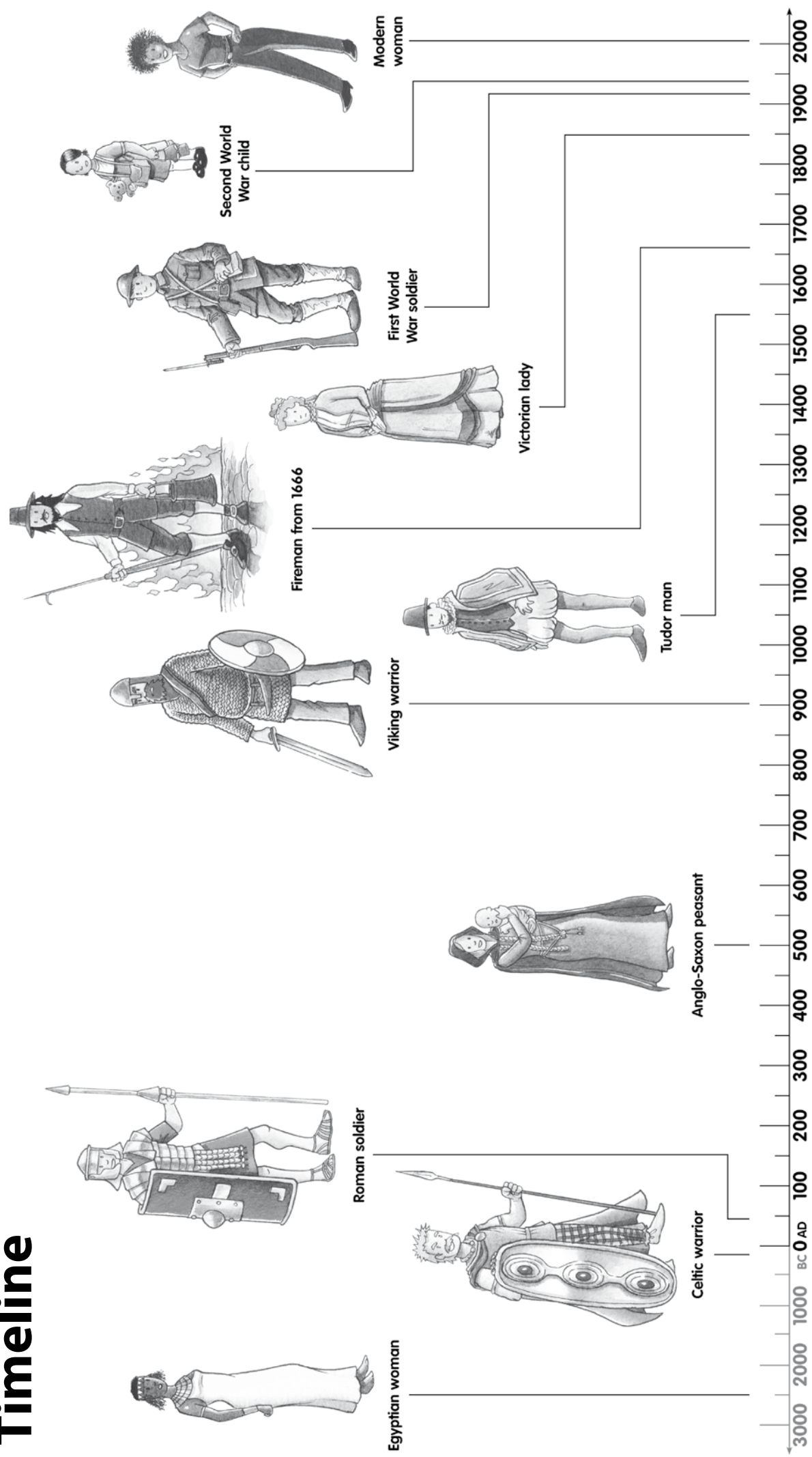
1. Create an Egyptian landscape using a background of yellow sugar paper.
Ensure that the river Nile runs through the landscape and it includes a pyramid and a village with flat-roofed buildings. You can place information about life in ancient Egypt on to this display under various topic headings.
2. Construct a pyramid out of card. Write topic headings on each of its faces and place the information on ancient Egypt under these headings.
Ensure that your pyramid is standing on a sandy landscape.
3. Display the children's work on different topics inside shapes associated with ancient Egypt. For example:

 - large mummy case (life after death)
 - pyramid (pharaohs)
 - Egyptian house (everyday life)
 - felucca boat (the river Nile)
 - large basket (food)
 - ox (farming)
4. Arrange for your class to present the information they have learnt in a class assembly. The children can show their artwork and read out their written information.
5. If your school has a website, your class could create a page on the ancient Egyptians.

Picture Prompt Sheets

The following Picture Prompt sheets have been designed expressly for you to photocopy enlarged to A3 size for use in introductory and plenary sessions, as resources for use during activities and as prompts for class or group discussion.

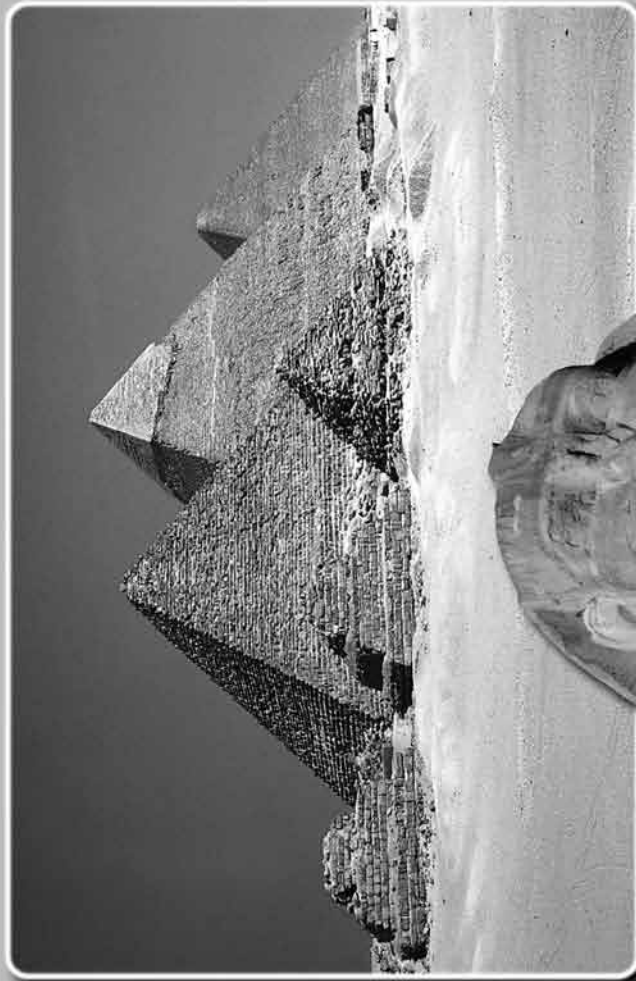
Timeline



Key: thousands of years = millennia
 hundreds of years = centuries

Images of Egypt

What can we find out about ancient Egypt from what has survived?





Bronze cat



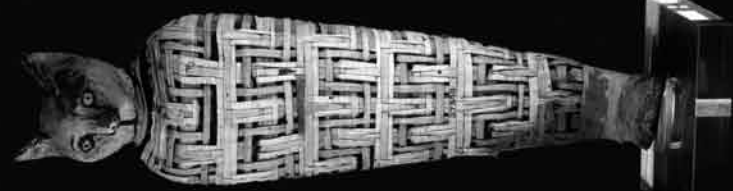
Wooden figure of a woman



Wooden figures of bakers



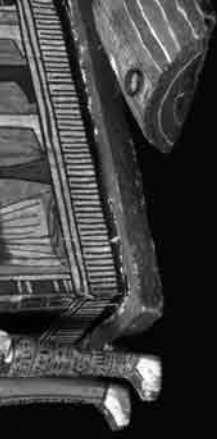
Pottery jug



Mummy of a cat



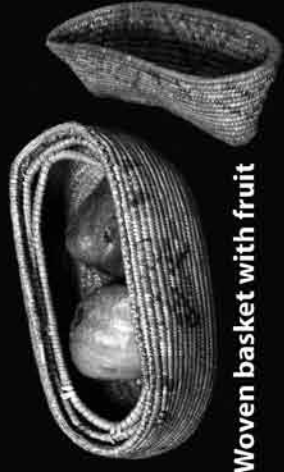
Stone canopic jars



Wooden box and shabti figures



Faience necklace



Woven basket with fruit



Gold mummy mask

