

# The Valley Primary School History Plan Summer 2 Class 2 The Ancient Egyptians.

## **Unit Overview:**

*Related units: Year 3 Unit 1: The Stone Age and Year 3 Unit 2: The Bronze Age and the Iron Age*

In this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The National Curriculum Programmes of Study for History require you to study Ancient Egypt in the context of three other early civilisations. These are the Shang Dynasty of Ancient China, Ancient Sumer and the Indus Valley civilisation. The first session introduces all 4 civilisations, and supports the children in understanding where they were located in time and place. It looks at some of the common features that made them so successful.

The children could go on to study more about these cultures as part of extension or homework activities.

It is also important to make comparisons with what was happening in Britain at the same time, linking back to prior learning in Year 3. This helps the children to understand why the achievements of the Ancient Egyptians should be regarded as so significant. There is a strong focus on sources of evidence within this unit, and this makes an excellent link to the Big Finish where the children collect their own sources to create a 21st century time capsule. If you plan to bury your time capsule, this is a brilliant opportunity to engage with your local community by inviting them to the ceremony.

**Knowledge / Skills & Concepts:**

In this unit, the children will:

- study the achievements of the earliest civilisations
- develop a chronologically secure knowledge and understand of British, local and world history
- note connections, contrasts and trends over time
- develop the use of historical terms
- understand how our knowledge of the past is constructed from a range of sources
- address and devise historically valid questions about similarity, difference and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.

<b>Learning Sequence &amp; Objectives</b>	<b>Activities</b>	<b>Resources</b>
<p>To find out about ancient Egyptian life by looking at artefacts.</p> <p><b>Key Vocabulary:</b>  <b>Ancient, Egypt, Egyptian, BC/AD, artefacts, kingdoms, wealth, exhibit.</b></p>	<p>As a class, place the nouns on the bullseye, discussing the term 'ancient' as you do so. The aim is to collect nouns that the children class as 'ancient' near the bullseye, whilst less ancient nouns are positioning further away from the bullseye. Reveal the answers once the class has finished.</p> <p>Ancient Egypt: Where and when? Look at the map and locate where this civilisation lived. Show the information on the Lesson Presentation with the timeline. Allow time to discuss the historical periods that the children might recognise. Who Were the Ancient Egyptians? Discuss what children already know about Ancient Egypt and record their ideas.</p> <p>Ancient Egyptian Life: Read through the information and ask the children to jot down their ideas on whiteboards. What questions did the children come up with? Look at the example where the questions about the artefact are answered. See if the children can generate more questions, now that some have been modelled for them.</p> <p>Ancient Egyptian Artefacts Activity: Read through the task together. The children complete their differentiated Ancient Egyptian Artefacts Activity Sheet. Can they generate their own questions about ancient Egypt? Can they speculate what the artefact might be? Can they explain how artefacts are important for telling us more about ancient Egyptian life? The Ancient Egyptian Museum: Explain to the children that by the end of this unit they will have made their classroom into a museum. Use this time to decide on key sections of the museum e.g. 'Mummies' and think about how you are going to realise this as a class. If you are working alongside another class in the same year group following this topic, why not arrange for a classroom swap when the exhibits are complete?</p>	<p>Lesson Pack            Whiteboards            Books/internet access</p>

<p>To understand what was important to people during ancient Egyptian times.</p> <p><b>Key Vocabulary:</b> Ancient, Egypt, Egyptian, cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert.</p>	<p>Beat the Teacher: Place a small pile of sticky notes or paper on each table. Give the children a copy of the River Nile Fact Sheet to read and use for generating their own questions. The children then try and 'Beat the Teacher'.</p> <p>The River Nile: Show the information on this, relating it to the River Nile Fact Sheet information. (Emphasise the importance of the River Nile to the survival of the ancient Egyptians).</p> <p>Picture Evidence: Show the information on this and the following slides in the Lesson Presentation. The children work in groups of four or five. Each group is given a set of pictures. They take one each. Individually they look at their picture and consider the questions: What is happening? Why do you think that? They take turns to introduce their picture to the rest of the group and explain what they think is happening and why. The other children ask them questions about Egyptian life, relevant to the picture. The children use the differentiated Talking Frames Activity Sheets. Can they raise questions about their own pictures or other people's? Can they discuss what they think is going on in the everyday scene? (Take photographs whilst the meeting takes place to create one of the class exhibits for the Ancient Egyptian Museum).</p> <p>Thinking Points: As a class, discuss the categories for comparison between modern life and ancient Egypt: homes, jobs, how to survive, death and travel. Timeline Ordering: Ask the children to work in pairs to organise the ancient Egyptian dates. Share the answers together</p>	<p>Lesson Pack Camera Small pieces of paper/sticky notes</p>
<p>To understand and explain the ancient Egyptian ritual of mummification.</p> <p><b>Key Vocabulary:</b> Ancient, Egypt, Egyptian, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead.</p>	<p>Speed Mummies: Give each group a toilet roll or some first aid bandages. Tell them that they have 2 minutes to wrap a mummy (they can wrap a person in their group!). At the end of the 2 minutes, compare the craftsmanship of each of the groups in their mummification skills.</p> <p>How to Make a Mummy: Give the children How To Make A Mummy Activity Sheet. Allow time for the children to attempt to order the mummification steps and feedback their responses to the class. Look at the following slide to check the answers.</p> <p>Message In A Canopic Jar: Read through the task. The children complete the differentiated Message In a Jar Activity Sheets. Can they recall important facts about the mummification process? (The Canopic jar writing will make a good addition to the Ancient Egyptian Museum displays).</p> <p>Where Did the Mummies Go? Ask the children to match the labels with the parts of the tomb</p>	<p>Lesson Pack Toilet rolls or first aid bandages Scissors Whiteboards</p>

<p>To understand how evidence can give us different answers about the past.</p> <p><b>Key Vocabulary:</b>  <b>Ancient, Egypt, Egyptian, source, Tutankhamun, pharaoh, tomb, treasures, sarcophagus, crown and sceptre, archaeologist.</b></p>	<p>Who Was Tutankhamun? In groups of four or five, the children are given a sealed envelope containing their 'Mystery Source'. (There are 4 sources in total, so some groups may have the same source). The children look at the source as a group. On whiteboards, they need to answer the questions on the slide, generating two of their own about the author of the source. Show the information on this and the following slide in the Lesson Presentation.</p> <p>Tutankhamun: Show the sentence starters on this in the Lesson Presentation. Allow time for the children to attempt to finish the sentences independently on whiteboards and feedback their responses to the class. Look at the following slides to see how the children's responses compare to the examples.</p> <p>"Yes, wonderful things." Read through the task together. As a class, read through the diary extract together, followed by the next slide. Then hot seat the characters described on the Lesson Presentation.</p> <p>Egyptian Diary Activity Sheets: The children complete the differentiated Egyptian Diary Activity Sheet. Can they recall important facts about the Tutankhamun discovery? Can they put themselves in the place of archaeologist, Howard Carter, in the 1920s? (The diaries will make a good addition to the Ancient Egyptian Museum displays).</p> <p>Opening the Tomb: Ask the children to imagine they knew what each character at this scene was thinking. Look for children who are able to apply their knowledge of this event to understanding each character.</p>	<p>Lesson Pack  Whiteboards  Envelopes</p>
<p>To compare and contrast the Egyptian writing with my own.</p> <p><b>Key Vocabulary:</b>  <b>Ancient, Egypt, Egyptian, hieroglyphs, pharaoh, hieroglyphics, decode, translate.</b></p>	<p>Coding: Ask the children to write a message to their partner without using letters. What ideas can they come up with?</p> <p>Hieroglyphs: Read through the information together. Complete the decoding task and read the information on the next slides about hieroglyphs, cartouches and the Rosetta Stone. Give the children chance to discuss and raise questions about the information they have read.</p> <p>Writing Like an Egyptian: The children complete the differentiated sheets. Can the children turn an English word into a hieroglyphic one? Look for children who can invent their own hieroglyphic messages.</p> <p>LA/MA - Hieroglyphs Activity Sheets and Prompt Sheet.</p> <p>HA - Hieroglyphs Activity Sheets and Prompt Sheet, followed by note taking on the reading of The Ancient Egyptian Hieroglyphs Information Print Out. The children complete a Cartouche Activity Sheet for display in the Ancient Egyptian Museum. Can they write their own name in hieroglyphs?</p> <p>Code Word: Ask children to write a word using hieroglyphs for their partners to work out.</p>	<p>Lesson Pack  Whiteboards  Paints/felt tips</p>
<p>To compare and contrast the powers of different Egyptian gods.</p> <p><b>Key Vocabulary:</b></p>	<p>Which Egyptian God Is It? Read the descriptions from the Egyptian Gods Adult Guidance. The children study the pictures that they can see and match one to each description read. Children use whiteboards to record their individual responses. Then, as a class, discuss which god or goddess they have chosen and why.</p> <p>Egyptian Gods: Explain to the children that they will be researching information about one of the ancient Egyptian gods and then sharing their findings with other children. Tell individual children or</p>	<p>Lesson Pack  Internet access  Non-fiction books about Ancient Egypt  Whiteboards</p>

<p>Ancient, Egypt, Egyptian, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.</p>	<p>groups which god they will be researching from: Ra, Horus, Ma'at, Hathor, Sekhmet or Anubis. Read through the information on the Lesson Presentation about Egyptian gods, and ask children to note down basic information on whiteboards about the god they have been asked to research. Children should note down the name of their god, what they are the god of, and something about the god's appearance.</p> <p>Researching Ancient Egyptian Gods: Read through the task together. Ask children to find out more about the god they have been asked to research, using the Ancient Egyptian Gods Information Print Out along with non-fiction books and the internet if available. They need to think about what is special about their god compared to other gods. The children complete the differentiated Researching Ancient Egyptian Gods Activity Sheets. Can they recall important facts about their god? Look for children who can establish why their god is more significant to ancient Egyptian life than other gods.</p> <p>Sharing Findings: Put the children into groups so that they are together with children who researched different gods to them. Ask the children to take it in turns to tell the rest of the group something that is special about the god they researched.</p> <p>The Ancient Egyptian Museum: Ask the children to assemble the museum's exhibits for display. Move chairs and tables where necessary. Choose some children to act as tour guides around the museum as visitors arrive</p>	
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<p><b>Cross Curricular Links:</b></p> <ul style="list-style-type: none"> <li>• Art: hieroglyphics – creating your own cartouche</li> <li>• DT: making your own papyrus, investigating pyramid construction, making models of a shaduf</li> <li>• English: researching information, writing a diary or newspaper account</li> <li>• Geography: physical characteristics and climate, using maps, agriculture</li> <li>• Maths: timelines</li> <li>• RE: understanding and comparing beliefs, gods and afterlife</li> <li>• Science: mummification processes – mummifying an object, e.g. an orange</li> </ul>
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<p><b>Key Vocabulary</b></p> <p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.</p>
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**Christian Distinctiveness**