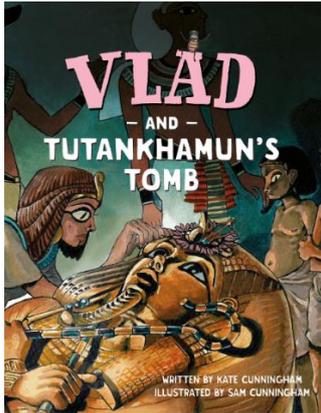


## History Planning – Ancient Egypt

This is a set of 7 lesson plans for the Ancient Egypt history topic. **Highlighted powerpoints and worksheets for the work outlined in the lessons are available as free downloadable resources.**



A full colour illustrated story about Kel the tomb artist, Miu his cat and Vlad the flea who is the narrator.

The story and pictures are factual, showing what it looked like inside the tomb, how it was prepared and what ancient Egypt and its people looked like. It also shows how the artists worked and how objects like prosthetics were a real part of life 3,000 years ago.

All this is shared through the power of story which encourages the children to engage with the real people in history.

As well as other free teaching resources you can buy additional Reading Riddle resources that support the topic:

### Vlad and Tutankhamun's Tomb Teacher's Guide

Increase your own understanding of the topic and get a deeper insight into the wider picture, to guide you in providing quality first teaching with:

- a comprehensive overview of the **historical context** for teaching this unit
- page-by-page notes explaining how the illustrations incorporate artefacts, information from **primary sources** and knowledge, so it can be drawn out through the story
- **Big Questions** about the people and events – take the pupil's thinking to the next level with wider discussion points about consequences and impact

### Vlad and Tutankhamun's Tomb Activity Book

- fun activities
- games suitable for homework or short lesson fillers

How to find or communicate with Vlad or Kate:



Click [here](mailto:readingriddle@gmail.com) to email me  
readingriddle@gmail.com



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<https://www.youtube.com/c/ReadingRiddle>  
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## **National Curriculum:**

### Aims

- Connections, contrasts & trends over time, historical terms, historically valid questions about change, cause, similarity and difference, and significance, knowledge of past constructed from a range of resources.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

### Subject content

- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China.

## **Detailed aims of the Topic:**

**Substantive knowledge:** - to know where Egypt is, what time period we call ancient Egypt (including how long ago and how long it lasted) about the 3 kingdoms of Egypt, name important people and places in ancient Egypt, to be able to discuss life and beliefs in ancient Egypt including the name of key gods and what rituals were practised including burials. To recognise ancient Egyptian artefacts and that our knowledge is based on archeological finds. To be able to name important discoveries that have informed our knowledge.

**Second-order knowledge:** - to discuss what we can deduce from artefacts and tombs, whether these deductions are definitive or could be changed depending on further finds and information.

## **Outcome**

To create our own museum of ancient Egyptian artefacts.

## **Curriculum links:**

- DT – making artefacts
- Art – tomb mural
- PSHE – weighing hearts to measure character
- Geography – location/climate and places and importance of the River Nile
- RE – creation stories
- Literacy - including diary of the water boy (see separate planning)

# Planning – Ancient Egypt

<u>Learning Objectives &amp; Success Criteria</u>	<u>Teaching Sequence</u>	<u>Vocab &amp; Resources</u>
<p><b>Lesson 1</b></p> <p><u>We are learning</u> where ancient Egypt was.</p> <p><u>What I'm looking for</u></p> <ul style="list-style-type: none"> <li>I can point to Egypt on a map and name features and places</li> <li>I can recognise the importance of studying artefacts to find out about the Egyptian way of life</li> </ul>	<p><b><u>Guiding Questions:</u></b>            Who are the ancient Egyptians?            Where did they live?            Why are Museums significant?</p> <p><b><u>Introduction/Minds on:</u></b>            Look at some taster pictures on powerpoint to see if children can identify what we are studying            Complete KWL chart - children can post answers on post-its or can be done as a whole class session.</p> <p><b><u>Activities:</u></b>  <b>Map work – where is Egypt?</b>            Go to link – this is a close up of the pyramids of Giza from above:  <a href="https://www.google.com/maps/search/Giza,+pyramids/@29.9775393,31.1257122,1261m/data=!3m1!1e3">https://www.google.com/maps/search/Giza,+pyramids/@29.9775393,31.1257122,1261m/data=!3m1!1e3</a>            Pull back and identify the River Nile and continue to pull out to show that Egypt is in North Africa.            What is the difference between the green and yellow areas of the image? Discuss the importance of the River Nile and its flood plain for supporting life.            What does the presence of desert tell us about the climate in Egypt?            Would you choose to live near a river or further away? Talk about annual river floods.            Ancient Egyptians choose to settle along the River Nile where they could get water for themselves and their animals and where they could grow crops for food.</p> <p>Mark on a map:            The Rive Nile            Eastern and Western deserts (either side of Nile)            Giza with the pyramids            Memphis: ancient capital city (used to be located on opposite bank of the Nile from Giza)            Alexandria (capital after Alexander's rule)            Thebes: capital from Middle Kingdom and where Luxor is now            Valley of the Kings            Deir el medina            Colour the sea and river blue, desert yellow and flood plain green.</p> <p><b><u>Consolidation:</u></b>            Read <b>Vlad and Tutankhamun's Tomb</b>            Does the scenery look as you imagined?            Anything want to add to KWL sheet?</p>	<p><b><u>Vocabulary:</u></b></p> <p>River Nile            Africa            Egypt            Desert            Climate            Flood plains            equator</p> <p>Museum            Artefact            Archaeology            Historian            Archaeologist</p> <p>pharaoh</p> <p><b><u>Resources:</u></b>            Highlighted resources available as downloads</p> <ul style="list-style-type: none"> <li>Taster images in powerpoint</li> <li>KWL chart + post-its</li> <li>Map to label and colour</li> <li>Vlad and Tutankhamun's Tomb book</li> <li>Atlases</li> </ul>

## Lesson 2

We are learning when ancient Egypt was.

### What I'm looking for

- I can create a timeline of events in the history of ancient Egypt and recognise how long ago this was and how long it lasted

### Guiding Questions:

When did the ancient Egyptians live?

### Introduction/Minds on:

What have we seen in the story so far that gives clues about when this happened and over what period?

### Activities:

#### Timeline:

Explain that a timeline is when we put dates in order and this shows us which events came first. Dates are numbers and deciding the order is like ordering any number on a line.

Put up the interactive timeline on the board <https://vladflea.co.uk/timeline-game/>

Challenge children/teams to come up and complete a timeline together on the board.

Emphasise that the smallest number goes first.

**Note:** The ancient Egypt cards are the equivalent of minus numbers as most of the dates are BCE/BC. Therefore these numbers get larger as move to the left from the dividing point when dates change.

This activity might be easier if it follows a maths lesson about numberlines.

### Activities:

Use Vlad flea Timeline game cards, or own resources:

Give groups a set of cards and piece of string. Ask children to put the cards in order using the dates at the top.

Compare the order of different groups by making a human timeline at the front with groups contributing by placing them correctly and checking their table timeline.

Fine tune the timeline by grouping and spacing events to reflect different gaps in the timeframe ie 1665 is directly before 1666 but there is a larger gap between 1666 and 2012.

### Consolidation:

Look for other date related material in class eg birthdays, calendars, timetables, displays relating to key annual events etc. Ensure children understand how we record events by day, month, year and times we commonly use this in our lives eg birthdays.

Think about the distance in time between Tutankhamun and the pyramids (1,000 years) and how much Britain has changed in that time.

One thousand years from us now is 1021, before the Battle of Hastings and when the Vikings were invading Britain. Discuss what a vast amount of time this era covers.

### Vocabulary:

Timeline

.... years ago

Past & Present

First ... next ... then

### Resources:

- <https://vladflea.co.uk/timeline-game/>
- Vlad flea timeline game (available to purchase from the Reading Riddle website or your own alternative date cards)

### Lesson 3 – artefacts

We are learning to understand what life was like in Ancient Egypt.

#### What I'm looking for

- I can identify artefacts and make sensible suggestions about what they were used for
- I can draw conclusions about who owned objects
- I can think about what life was like based on these objects
- I can ask questions about an artefact

#### Guiding Questions:

What was life like for ancient Egyptians?

How do we know?

Why is archaeology so important in helping us understand ancient Egypt?

#### Introduction/minds on:

Show museum and gallery powerpoint.

Explain we are going to create a museum about Egypt and that we need objects/artefacts to put in it.



In **Vlad and Tutankhamun's Tomb**. The importance of Tutankhamun is the unusually large amount of artefacts still there, as most tombs had been robbed. From them we learn and deduce information.

It took Howard Carter (seen at the end of the book) 10 years to catalogue and record it all.

#### Activities:

In small groups look at the pictures of artefacts resource (**without** the description sheet) so each group has a couple to discuss. Each group thinks about what the object is and what it tells us about ancient Egypt. Encourage children to make some suggestions before using the prompt sheet, but with this record as much information as they can. They could also add questions if they want to know anything specific about objects.

Some artefacts are from Tutankhamun's tomb and some from villages where ordinary people lived.

Come together to share ideas. If more than one group had an object compare the information.

Do we always know the purpose of an object? [for example we know the ancient Egyptians played senet, but the information on how to play and the rules have been lost]

Is it possible to have more than one theory?

How might we find out which idea is correct? [Discuss new finds, written records and changing ideas, for example Tutankhamun's cause of death is not known, but modern scans and DNA tests have improved our knowledge compared to Howard Carter's information]

#### Consolidation:

Show the children some possible artefacts they could make including the following suggestions

- **Canopic jars** or water jugs (clay)
- **Sarcophagus** (junk modelling/cardboard)
- **Shabti** (either clay or paper/masking tape)
- Jewellery (beads or junk modelling)
- Other wider suggestions

**Curriculum link:** Get children to decide and sign up to making an artefact in DT lessons

#### Vocabulary:

Museum  
Artefact  
Deduce  
Suggest  
Conclusions  
Theories  
evidence  
Significant

Daily Life  
Home  
Job/ Occupation

Chronological  
Similarity and difference

Sarcophagus  
Canopic jars  
Shabti

#### Resources:

Highlighted resources available as downloads

- **Museum and gallery picture in powerpoint**
- **Artefact pictures and prompt sheets**
- **Reading Riddle YouTube videos to demonstrate possible makes**  
[https://www.youtube.com/channel/UCI\\_H6Uz2NgA3cRT0Dt\\_yHPbw](https://www.youtube.com/channel/UCI_H6Uz2NgA3cRT0Dt_yHPbw)

## Lesson 4 - gods

We are learning to recognise and describe the key gods in ancient Egypt.

### What I'm looking for

- I can name and describe important Egyptian gods
- I understand their roles and relationships

### Guiding Questions:

What gods did the ancient Egyptians worship?  
What clues can we find about their religion?  
How did their religion affect their lives?

### Introduction/minds On:

Teacher quiz - students to work in small groups to come up with 1-3 questions about the learning from the previous lessons (eg place/object names, questions relating to timeline). Children to popcorn up and ask the teacher questions. Every question answered correctly by the teacher is 1 point for them, otherwise 1 point to the class.

### Activities:

Discuss the role of Gods in other societies - they help provide explanations for the natural world and assist in helping people recognize perceived consequences of actions. Explain that there were a large number of Egyptian gods and each had special names, appearances and domains.

Complete the gods identification game resource.

Children listen to the information and using the picture clues identify which god is which.



The gods featured in murals and as statues in burials. In murals they take part in the passage of the dead person to the Field of Reeds (paradise). Tutankhamun's tomb was prepared in a hurry so there had not been time to paint small detailed pictures. The images are large and only represent a small part of journey.

Can children see things in the pictures that refer to gods?

The journey:

Pharaohs travelled to underworld in a boat on the River.

Once there Anubis weighed their heart on balance scales against the feather of Maat (goddess of justice and truth)

If the heart was heavier (due to bad actions) the traveller would be devoured by the monster Ammit (jaws of a crocodile, front body of a lion, rear body of a hippopotamus).

If the heart balanced the feather, then the traveller would be welcomed by Osiris into the Field of Reeds.

Children draw a sequence to show this story adding dialogue and text to explain what is happening.

### Consolidation:

Consider what deeds would make a heart heavier or what would make it light.

Do other religions consider your actions during your life?

**Curriculum link: PSHE – what actions make your heart heavier or lighter?**

### Vocabulary:

gods  
Religion  
Worship  
Rituals

Afterlife  
Underworld  
Field of Reeds  
Paradise

Osiris  
Isis  
Ra  
Anubis  
Thoth  
Nut  
Set  
Horus  
Maat  
Ammit

### Resources:

Highlighted resources available as downloads

- Identify the gods powerpoint

## Lesson 5 – death rituals

We are leaning to describe the preparation of the body including mummification.

What I'm looking for

- I can how and why the body was mummified
- I can describe what was put with the body during the preparation

### **Guiding Questions:**

Why was it important to the ancient Egyptians to prepare the body?  
How does all the careful preparation then, help us now when we study the burials?

### **Introduction/minds On:**

Children to write down as many animals as they can that appear as part of the symbol of the ancient gods. [jackal, lion, ibis, falcon, beetle, cow, crocodile, hippopotamus, ram, goose, cat, hawk, snake, baboon]

### **Activities:**



Tutankhamun was buried inside 3 coffins, a stone sarcophagus and 4 shrines  
They had seventy days to prepare for this last stage. Why do you think it took so long?

The key parts of mummification were:

- drying the body using a salt called natron
- removing organs and storing them separately
- wrapping the body with cloth with amulets and placing in coffins/sarcophagus and shrines

The body of Tutankhamun had around 150 separate objects within the layers of the bandages and sheets. Some of these were decorative, but many were symbolic and were good luck charms/talisman to give protection to the pharaoh.

What things symbolise good luck now (eg four-leafed clover, horseshoe, white heather, wishbone, crossing fingers).

Design a charm and explain why it would bring luck. Think about the shape, colour and decoration and what material it would be made from.



Why is a mummy buried with so many things?

Explain that the afterlife is the same, but better, so they need to take all the things they would want for a comfortable live.

Explain that shabtis are included as servants who will serve, farm and care for the dead person once they reach the Field of Reeds.

### **Consolidation:**

What would be the essential things you would want to have in the Field of Reeds?

Think of practical objects (food, furniture etc) and things that make life fun (games, decorations etc)

### **Vocabulary:**

Mummy  
mummification  
Embalm  
Treasures  
Canopic jars  
Shabtis  
amulet

Similarities and differences

### **Resources:**

Highlighted resources available as downloads

- National Geographic summary of mummification:  
<https://www.natgeokids.com/uk/discover/history/egypt/how-to-make-a-mummy/>
- Amulet powerpoint

## Lesson 6 – achievements and writing

We are learning to describe some of the achievements of ancient Egyptians.

### What I'm looking for

- I can identify an achievement of Ancient Egypt
- I can explain how it changed their society / civilization
- I can explain how it has impacted modern society

### Guiding Questions:

How did achievements in ancient Egypt affect modern society? What is the significant of maths and written records?

### Introduction/minds On:

Names often have meanings or connections (eg to nature – Rose, Jasmine, River; precious stones – Ruby, Amber)

They may also be family names that have meaning to your family eg a grandparent. Share experiences of names having meaning.

### Activities:

Many of the things we have now were familiar to the ancient Egyptians although they would have done them in different ways eg keeping records, writing, paper/papyrus, medicine (often combined with magic), large construction (pyramids, huge statues and monuments, ship building, make up, jewellery, toothpaste).

Some of this we know from evidence such as artefacts eg prosthetic toe and written evidence. Some we deduce from the evidence eg the precise and perfectly formed pyramids that must have required calculations, measurements and engineering on a grand scale.

Activity making papyrus by weaving paper strips or bamboo leaves (activity is outlined in Vlad and Tutankhamun's Tomb Activity Book).

Look at hieroglyphs.

Can you read this? For around 1,500 years we lost the ability to read hieroglyphs and the texts were a mystery.

Look at a picture of the Rosetta Stone. It was found in Rosetta by Napoleon's troops. Because it had the same text in three different languages, and we knew how to translate the other two it was finally possible to work out hieroglyphs. It still took many years.

Hieroglyphs did not include vowels in the same way English does which accounts for the differences in names eg Re/Ra, Tutankhamun/Tutankhamen.

Names were often written within a lozenge shape called a cartouche. As well as the name they often included a description of the person.

Children to write their names and choose a word that describes themselves to write on the papyrus.

### Consolidation:

Look at Ducksters "Achievements of Egypt" website and take quiz.

### Vocabulary:

Cartouche  
Papyrus  
Maths  
Number system

"because of x.... this happened"

"We can see evidence of x in these times... currently we see x, it has changed ...."

### Resources:

Highlighted resources available as downloads

- [Hieroglyph chart](#)
- Materials to make papyrus
- [Achievements of Ancient Egypt](#)

## Lesson 7 – making the museum

We are learning to describe our artefacts and what they mean

### What I'm looking for

- I can name and describe at least one object
- I can explain its purpose
- I can conclude what this tells us about life in ancient Egypt

### Guiding Questions:

What information is useful to share with visitors to the museum?

Is it useful to distinguish between things we know (such as what material and object is made from) and what we have deduced (such as what an individual object meant to ancient Egyptians)?

### Introduction/minds on:

What materials can you name that the ancient Egyptians used to make objects? [wood, bone, ivory, gold, bronze, glass, leather, cotton, papyrus, stone, jewels and precious stones eg lapis lazuli, jasper]  
Note: Iron was extremely rare and not used until after Tutankhamun (around 1,000 BCE) meaning the ancient Egyptians were still in the Bronze Age. The one dagger in Tutankhamun's tomb made from iron was made from a meteor.

### Activities:

Plan cards to go with the museum objects.

Share ideas about what to include such as what material objects were made from, why they were made and what they were used for, whether they were common objects or for special occasions such as burials and what they tell us about life in ancient Egypt.

Consider whether to record what your objects are made from and also the original object or whether to record them as if they are the actual object.

Once the children have drafted their cards, share their work, edit and copy onto the final cards for display.

### Vocabulary:

Sources  
First-hand account (primary sources)  
Second hand account (secondary sources)

Howard Carter  
Tutankhamun  
Newspapers  
Photographs  
Recounts / Diary entries

### Resources:

Highlighted resources available as downloads

- Cards for the museum display

### Museum Unveil

To present the children's learning to other classes / parents consider the following:

- Have children create invitations to invite other classes to your classroom. Students can act as curators of certain sections and answer questions for other students about Ancient Egypt
- Use **Flipgrid** - children can record short video segments about 1 or 2 artefacts of importance
- Use **Chatterpix** - children can record 30 second voice overs of artefacts where the artefact can "talk" and explain why it is significant
- Video tour - use **Thinglink** for children to create voice overs to explain a section or an artefact.