

Medium Term Planning 2022-2023

Subject: History – The Ancient Egyptians – Who were the Ancient Egyptians?



At the end of this unit children will know:

- To know that the Ancient Egyptians existed 5000 years ago, from 3100 BC.
- To know that Egypt is a country in North Africa.
- To know that the Nile was important to the Egyptians because it provided water, food, transportation and excellent soil for growing food.
- To name two Egyptian Gods/ Goddesses and what they are God of, their role and representation. Including: Amun (King of Gods), Ra (God of Sun), Anubis (God of death and the mummification process), Isis (Mother Goddess of protection and healing) and Osiris (God of Dead and afterlife).
- To understand that the cat, jackal, crocodile, and scarab beetle were important to Ancient Egyptians and were linked to the gods they worshipped.
- To know that hieroglyphics were one of the earliest known writing systems developed by the Ancient Egyptians. To recognise some hieroglyphics and their meaning.
- To know that hieroglyphics have shown the importance of gods and the afterlife to Ancient Egyptians.
- To know that a pyramid was used as a tomb for a Pharaoh.
- To know that a temple was only used by priests to perform rituals to the Egyptian gods and mummify Pharaohs after they died.
- To know that the ancient Egyptians believed in the afterlife and that part of the process of getting there was mummification.

Enquiry Question	Key knowledge and vocabulary	Teaching Activities	Resources
<p>1. Who were the Ancient Egyptians and when were they around?</p> <p>Why was the River Nile important?</p>	<ul style="list-style-type: none"> • Chn understand that artefacts help us to discover things from the past. • Chn investigate Egyptian artefacts. • To have an understanding of BC/AD • To place the ancient Egyptians on a timeline including other ancient civilisations • To locate Egypt on a map of the world and a map of Africa. • To understand why the the River Nile was so important and why people settled near it. <p>Trade Settlement Ancient Transportation Fertile Crops Desert BC/AD Civilisation</p>	<p>Reactivate: What periods of history have we studied? Give chn a cut up timeline of history as a whole (same as on KO) – can they put into order? Order the time periods studied in Y2 , 3 and 4.</p> <p>Teacher input 1: Show children on the timeline when the Egyptians came, discuss BC/AD Remind them that some of the times overlapped e.g Egyptians/Greeks and Romans. Establish Ancient Egyptians existed for 5000 years ago, from 3100 BC to 30BC.</p> <p>Guided practice 1: True or false on ppt discuss answers with partner e.g. Egyptians came after the Great fire of London etc.</p> <p>Teacher input 2: Show children Egypt on a world map. Identify the River Nile. What do children notice about the key places in Egypt i.e. they are mainly situated next to the Nile Explain the benefits of living next to a river for the Egyptians. Most Egyptians lived near the Nile as it provided water, food, transportation and excellent soil for growing food.</p> <p>Guided practice: Facts on cards to share – cocktail party including dates, where Egypt is located, benefits of the Nile.</p> <p>Independent task:</p> <ol style="list-style-type: none"> 1. Complete the sentences with the correct dates/time periods. 2. Colour and label Egypt on a world map and a map of Africa. 3. Explain why the river was so important for the people of Ancient Egypt using this key vocabulary: transportation crops fertile desert trade <p>Support: sentence opener on the board.</p> <p>Reflection: Tell a partner</p> <ol style="list-style-type: none"> 1. Where is Egypt? 2. When did the Ancient Egyptians live? 3. Why was the Nile important to Egyptians? 	<p>Cut up timeline Fact cards to share</p>

<p>2. <u>Who were the Ancient Egyptian Gods and Goddesses?</u></p>	<ul style="list-style-type: none"> To name some of the Egyptian gods and goddesses. To understand what the different gods/goddesses represented. <p>Gods Beliefs Goddess Represent Representation Worship Role/expertise</p>	<p>Reactivate: Quiz questions based on timeline. When were the Egyptians alive? Which river did the Ancient Egyptians settle near?</p> <p>Teacher Input Explain that ancient Egyptians had over 2000 gods and goddesses. Each god/ goddess had a particular role/ area of expertise. They wore different clothes and held different objects. Many were represented by animal heads. Look at artefacts which have given historians this information. How do we know if the images are of gods/goddesses?</p> <p>Guided practice: Grid to cut up and match- god's name, image, role. Model how to quiz each other and to match the name/image and role Challenge:</p> <p>Independent practice: Fact file for 2/3 gods/goddesses Name God of Role Image Challenge read the additional information about the gods to add an interesting fact to their factfile.</p> <p>Reflection: Who is it? Tell me more? Word or image of god</p>	<p>Images of gods and goddesses Fact cards to share Fact file activity</p>
<p>3 <u>What was the importance of animals to the Ancient Egyptians?</u></p>	<ul style="list-style-type: none"> Identify animals which were important and explain why. To understand the link between animals and the gods that were worshipped by the Ancient Egyptians. <p>Gods Religion Power Source</p>	<p>Reactivate Match the god/goddess to the fact.</p> <p>Teacher input: Show children pictures of artefacts which suggest animals' importance during the Ancient Egyptian times e.g. mummified sheep, cattle, scarab beetles, jewellery with crocodile on etc BBC - History - Ancient History in depth: Sacred Animals of Ancient Egypt Gallery Discuss in TPs.</p> <p>Explain that animals played a huge role in the lives of Ancient Egyptians.</p> <p>Guided practice: Tell children why two of the animals were so important using information from the fact sheet (cat and scarab beetle). Give children a grid with the animals and the reasons why they are important. Children read the brief information. Cut out two of the cards. Quiz their partner to match the image and the information.</p> <p>Provide information for jackals and then repeat the card activity with partners, adding to the previous two.</p> <p>Provide information for crocodiles and then repeat the card activity with partners, adding to the previous three.</p> <p>Independent tasks: Give children a picture or the fact - they write about why the animal was important next to the picture, or they read the fact and name/ draw the animal. Word bank for SEN/ LA.</p> <p>Can chn make links between the gods/goddesses and animals? Discuss as a class and then children answer match the animals and gods on their sheets.</p> <p>Reflection: Questions about key facts based on the knowledge learnt.</p>	<ul style="list-style-type: none"> Fact sheets about animals and their importance for teacher reference. Cards for children to cut out with the animals and facts on.

4. What were hieroglyphics and what did they teach us about Ancient Egyptian life?

- To know that hieroglyphics were one of the earliest known writing systems developed by the Ancient Egyptians.
- To recognise some hieroglyphics and their meaning.
- To know that hieroglyphics have shown the importance of gods and the afterlife to Ancient Egyptians.

Hieroglyphics
Gods
Afterlife
Scribe
Source
Religion

Reactivate:

Match the animals to what is important about them on the ppt (using same fact cards as previous week).
Can chn remember the gods/ goddesses which were linked to the animals we learnt about?

Teacher input 1:

What are hieroglyphics?

Tell chn what hieroglyphics are and some key facts.

Independent practice:

On their sheets, chn answer questions about what hieroglyphics are.
LA/ SEN chn complete cloze procedure.

Teacher input 2:

What do hieroglyphics look like and how were they written?

Show chn images of hieroglyphics taken from various sources.
Go through Smart Notebook and explain that some signs were pictorial or symbolic and stood for whole words.
Some signs were phonetic, which means they stood for sounds.

Guided practice:

Give chn an alphabet with hieroglyphic translation. Discuss what they notice about it (e.g. some are animals, others are objects/ items, others are basic shapes).
Model how to use it to write teacher's name. Chn then use the translation to write their own name in hieroglyphics.

Teacher input 3:

What can hieroglyphics teach us about Ancient Egyptian life?

Go through key facts on the Smart Notebook.
Ancient Egyptians believed in a life after death and being remembered helped you get to that afterlife.
Hieroglyphics were used to carve the names of pharaohs into their tombs to help them get to their afterlife.

Hieroglyphics are found on seals, plaques, tombs, pottery and walls on Ancient Egyptian remains which tell us about beliefs, gods, clothing, everyday life and culture. Show chn some images and discuss what they can see.

These written records of Ancient Egypt give us information about the beginning of history. This contrasts with societies that had no written record, such as the people who built Stonehenge between 3000-2000 BC, the exact same time as ancient Egypt.

Independent practice:

Give chn true/ false statements about info from teacher input 3 – complete on their sheets.

Teacher input 4:

How were hieroglyphics discovered?

Show chn an image of the Rosetta Stone – what do they notice?
Tell chn key information about how the Rosetta stone was discovered and what it taught us: The Rosetta Stone was discovered in 1799 AD. It is a three-foot high stone containing hieroglyphics, everyday ancient Egyptian language and a Greek translation. Since Greek was understood, the hieroglyphics could then be translated into modern European languages, so the Rosetta stone was the key to the hieroglyphic code.

Reflection:

Questions to recap sticky knowledge: To know that hieroglyphics were one of the earliest known writing systems developed by the Ancient Egyptians. To recognise some hieroglyphics and their meaning. To know that hieroglyphics have shown the importance of gods and the afterlife to Ancient Egyptians.

- Hieroglyphics and alphabet sheet.

		<p>Hieroglyphics are an early form of communication, but they aren't so different from how you read and write. What examples of symbols can you think of that people still use today to represent sounds, words, or ideas?</p> <p>Resources: What were ancient Egyptian hieroglyphs? - BBC Bitesize</p>	
<p>5. Why did the Ancient Egyptians build temples, tombs and pyramids?</p>	<ul style="list-style-type: none"> To know what a pyramid was used for. To use knowledge to describe Ancient Egyptian artefacts found in Tutankhamen's tomb. To use evidence sources to describe the artefacts found in Tutankhamen's tomb and why they were placed there. To know what a temple was and what it was used for. <p>Temple Pharaoh King Ruler Source Archaeologists Power</p>	<p>Reactivate: True or false statements about hieroglyphics – work with a partner. Answer the questions.... What were hieroglyphics and what did they teach us about Ancient Egyptian life?</p> <p>Teacher input: Tombs and pyramids Teacher to share facts about pyramids with children. Key facts that a pyramid was a tomb built for a pharaoh or ruler when they died. Explain that we're unsure why they were built in this way but historians think it could have been because they symbolise the sun's rays or it's shaped like a stairway to heaven. What do you think? Show the children pictures of Pyramid of Giza- Biggest pyramid built. Built for King Khufu. Show the diagram of the inside. Digital Giza 1 (harvard.edu) – Demonstrate the link but explain chn can access it at home. Explain facts about pyramids and how Ancient Egyptians soon released they were a lot of work to build so moved to underground tombs. Introduce 'The Valley of the Kings'. What do you notice about where it is? Explain theories about how pyramids were built. <u>Guided practice</u> Sentence starters to match up x 5 with a partner. SEND to use these to support sentences writing on sheet. <u>Task 1:</u> What were pyramids used for? In 1525 BC the Ancient Egyptians stopped building pyramids altogether. Instead... Challenge- Any other facts about pyramids and tombs?</p> <p><u>Teacher input 2- Inside of tombs and pyramids</u> Explain the detail of the inside of a pyramid- see notebook. Explain the detail and show images of Tutankhamun's tombs and what was found inside. Chn then become historians and use the image and sentence starters (support SEND) to explain what they can see in his tomb. Give an example " I can see royal treasure chests which might have been placed there because they contained important objects from his life. " Chn complete task 2 (independent task) Explain more detail of his tomb and then children use evidence sources to investigate artefacts and explain why they were placed in his tomb. Task 3. <u>Teacher input 3</u> Explain to the children sticky knowledge about temples and show images from Luxor temple. A temple was the house of god and only priests were allowed inside. When a pharaoh died, their body crossed the Nile and was placed in a temple for 70 days where he or she would be mummified (We'll learn more about this next week) What do you think is on the wall? What might that tell us? Every day the priests performed rituals in the temple. In the morning they placed sacred oil, perfume, clothes and paint on statues of the gods. They then made offerings of food to keep the gods happy so that the kingdom would receive good fortune. Chn complete task 4- Use word bank for SEND chn. Task 4: Independent What was a temple? What was it used for? Challenge: Rituals are...</p>	<p>Matching sentences.</p> <p>Independent task sheet</p> <p>Tutankhamun's source sheet 1 between 2.</p>

		<p><u>Reflection:</u> Exit ticket: Tell your partner – Why the Ancient Egyptians built temples, tombs, and pyramids... Use these words: Pharaoh died rituals priests treasures</p>	
<p>6. How did the Ancient Egyptians bury their dead? What did the Ancient Egyptians believe about the afterlife?</p>	<ul style="list-style-type: none"> To know what happened to Egyptians when they died To explain and know the process of mummification. To understand what 'afterlife' meant to the Egyptians. <p>Slave Ruler Queen King Power Archaeologists Hieroglyphics Afterlife Pharaoh Source Temple</p>	<p>Reactivate: Use matching statements from previous lesson about pyramids and tombs. Then answer the questions: What was a temple? What was it used for?</p> <p><u>Teacher input 1</u> Discuss the idea of the journey to the afterlife being a difficult one for ancient Egyptians after they had died. Bodies were preserved in a process called mummification, this lasted about 70 days. Task 1 What happened to wealthy ancient Egyptians when they died? How long did the process take? <u>Teacher input 2</u> What are they stages of mummification. Share 7 steps with chn. <u>Guided practice.</u> Chn have a set of steps and practice putting them in the right order. Test their partners. <u>Independent</u> Chn write down 7 steps in order then self-mark. <u>Teacher input 3</u> Discuss the afterlife in more detail. Show image of weighing heart against feather. Explain detail. This was one of the steps of trying to get into the afterlife. Chn have the text in front of them and shared read more information about the afterlife and canopic jars. <u>Guided practice 2</u> Teach the chn (briefly because they already read about it) the images of the Gods and names. Play with a partner and match them up. Then give the next set (organs and names) match them up with the rest. Can they match all 4? Practice <u>Independent task</u> Chn apply knowledge to the cloze procedure and use word bank to help (SEND). Challenge- What would happen if poor Ancient Egyptians died? <u>Reflection:</u> True or false? - The mummification process took 100 days. - The heart, lungs, liver and intestine were removed during the process. - Imsety protected the liver. - Afterlife means a life after death. Here you live for eternity.</p>	<p>7 steps of mummification process (cut up ready)</p> <p>Text to read</p> <p>Gods/organs/names 1 between 2.</p>