

Y2 What was life like in Ancient Egypt?

History

Learning Objective

Teaching and Learning

Outcome/s

Engage!

Discovery of the tomb!

Share the story of Howard Carter - explain how he was an archaeologist. What is an archaeologist? Explain that we are going to be archaeologists today - learning all about the time of Ancient Egypt.

Children become archeologists and 'dig' for facts about Egypt. Hide artefacts and models around the room or in sand trays and the children discuss what each of the sources they find can tell them about Ancient Egypt. They could use paintbrushes in place of brushes used by archaeologists.

Once children have found the information, feedback all the facts they can remember and add to working wall. Children could then creatively showcase what they have learnt in the session. Provide children

with pyramid template which they can use to write their favourite fact about Egypt in. Explain that you would then like them to decorate the pyramid using the facts they discovered (Pictures can be placed on the board for support) This could include the River Nile, hieroglyphics, Pharaohs, animals etc.



To locate Egypt on a map

Show children a world map. Can they identify the continents? Recap learning from Y1.

What do they know about the content of Africa? Show children Egypt on map of Africa. Explain that Africa is split up into many countries and that Egypt is one of those. What do you think it will be like there? Show photos of Egypt- were you right? How many words can we think of to describe this place? Add to working wall.

What do we use maps for? Show the map (Core Knowledge) What can you see on the map? What is the green? What is the blue? Highlight the River Nile, Red Sea and the Mediterranean Sea. Model replicating these on a map template. What do you notice about the River Nile? Introduce how important this was to the Egyptians and how it needs to be a key part of our maps.

Maps of Egypt. Discuss location: continent, surrounding waters and the River Nile

Children create their own maps and label with the key features

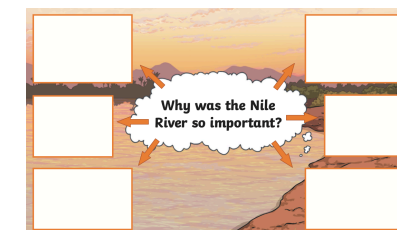


To explain the importance of the Nile

Recap: What is the River Nile? Where is it? Highlight on the maps created in the last session. Show Living on the River Nile. Why would people in Egypt want to live near the River Nile? Can you think of 1 reason? Children share/swap reasons in Rally Pair and then Rally Table before feeding back to the class.

Look at the reasons we have remembered. Which do you think is the most important? Why? If you lived in Ancient Egypt, why would you live near the Nile? Model using pictures to represent the ideas on the working wall.

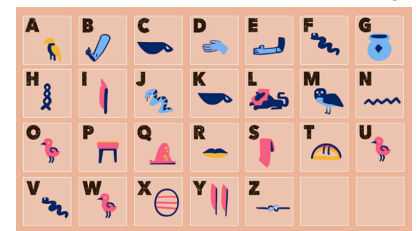
Gift of the Nile: Children draw pictures to represent the reasons why the Nile was and still is so important.



To describe the achievements of the Ancient Egyptians

How do we find out about the past? Show an example of some hieroglyphs on the board. What do you think these are? Explain that Ancient Egyptians used a writing system called Hieroglyphics. The system of hieroglyphics uses over 700 symbols and pictures to represent sounds. These symbols have been able to be translated and we can use them to find out about the past. Show children some hieroglyphs - were they written on paper? How would they have created them. Explain that in Ancient Egypt, the people who wrote hieroglyphs were called **scribes**. A scribe had to go to a special school to learn how to do it, because it was very complicated. Hieroglyphs included around **700** different signs of objects and animals. Some signs were **pictorial** or **symbolic** and stood for whole words. Can you guess what these hieroglyphs mean...?

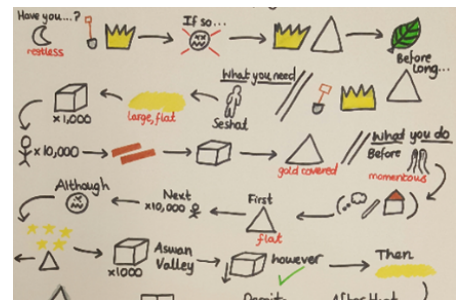
Children use the alphabet from the BBC website to write their names in sand or salt dough.



To describe the achievements of the Ancient Egyptians

Play: <https://www.bbc.co.uk/cbeebies/watch/go-jettters-pyramids-of-giza-fact-file>
Recap the video: Where did they settle? Why did they build pyramids? What is the pyramid called? How were the pyramids built? Share the powerpoint (Twinkl - needs editing) When were they built? Why? Look at the secret entrances and trap doors. Why do you think they had these? What would we see inside? Recap the hieroglyphs from the last session. Imagine you wanted to build a new pyramid. What would you need to do? What are the steps? Model creating a story map with the steps needed to build a pyramid and reasons why.

Build pyramid story map to explain how they were built



TES Story Map

To describe the Pharaohs of Ancient Egypt

Recap the last session, when we learned that the Egyptians built pyramids. Why were they built? Who decided to build them? Why? Explain that the Ancient Egyptians built enormous stone buildings and monuments including the famous pyramids. One of the reasons that all of these constructions were created is because the pharaohs commanded it. Pharaohs were the rulers of Ancient Egypt and people believed they were divine; gods on earth. This belief in the pharaoh as a living god made them extremely powerful. What have we learned about Pharaohs so far in this unit? Can you name any? In groups, hand out pictures, information and key words (edited info created but teacher to ensure key learning) to a group. Explain that it is their job to present this Pharaoh to the rest of the class. They need to explain who they were and what they were known for. Children can then take part in a jigsaw/marketplace where they can trade/swap info about their Pharaoh. Recap what the children have found out. Who is your favourite Pharaoh? Why? Model using the learning from the session to create a fact file

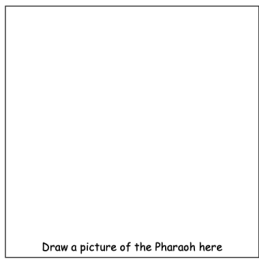
Choose one Pharaoh and write a mini report on them

Report: Pharaohs

Name of Pharaoh:

Dates the Pharaoh ruled:

Information about the Pharaoh:



To describe Ancient Egyptian beliefs

Play: [BBC Egypt Gods](#)

Which animals did you spot on the video/in the song?

You could share the story with the children: The ancient Egyptians had many gods. Gods created the universe and maintained order, but they were also involved in everyday life. Egyptians believed that a long time ago, only chaos existed. Out of chaos a hill emerged (called the **Benben**). The first god, **Atum**, was sitting on the hill. Atum, realising he was alone, created two children called **Shu** and **Tefnut**. His children left to create the world. Shu and Tefnut were away for a long time so Atum sent his eye to look for them. Shu and Tefnut returned with Atum's eye and he was so grateful the eye started crying. The tears dropped to the earth on the hill and from them the first humans were created!

Show the Gods 1- 10. In turn, read out the name and a brief description of each of the Gods - which number do you think I am describing?



Design an animal god mask - children choose their favourite god and create a mask to use when taking on the role of their choice.

Express




Ancient Egypt museum

Children set up stalls to showcase their learning from the unit. Prepare facts, leaflets, posters etc to encourage people to visit and ensure work is ready to share and that they are confident when relaying what they have learned.

- Pyramids
- Hieroglyphs
- Fact files
- Masks
- Maps
- Artworks
- Amulets



Art

Learning Objective	Teaching and Learning	Outcome/s
<p>To discuss art from history</p>	<p>Show children examples of artwork. What do you notice? What are the common themes? What symbols can you see? What colours? Why do you think these colours were used? How were people shown? What about animals?</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Children create images, symbols and faces in the style of Ancient Egypt, using a variety of media on large paper</p> </div>  </div>
<p>To create work in a particular style</p>	<p>Show children pictures of the Bust of Nefertiti. Explain that she was a queen of Ancient Egypt. She played an active role in religious life, and Egyptians saw her as a living goddess. Explain that what makes this piece unique is that it was not intended for a tomb, like much of Egyptian art. Discuss the vibrant colours and explain that they are going to create bright vibrant colours to create pictures in this style.</p>	<p>Bust of Queen Nefertiti - style busts. Children draw and add colour to the headdresses Then add photos to complete the images in the style.</p>
<p>To develop clay skills</p>	<p>Show children Ancient Egyptian amulets. What do you think they are? Explain that an amulet is an item that someone might wear or carry around with them in the belief that it will bring them good luck or protect them. People in today's world often carry amulets like a good luck coin. In the times of ancient Egypt, part of their religious beliefs included that amulets were very important in bringing protection to them in their lives.</p> <p>Explain that we are going to make amulets at the end of this unit and we are going to use clay to do this. Hand out the clay and explain that first we need to understand how to handle and use clay correctly.</p> <p>Show the techniques on the board and model to the children. When do you think you might use each of these skills? When might these skills be useful when creating our amulets?</p>	<p>Children work on a range of clay skills</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Take photos of children experimenting with the different techniques.</p>

To explore carving as 3D art

Remind children of our learning on hieroglyphics. Where were they found? How were hieroglyphs recorded?

Show The Rosetta Stone - explain that it has a message carved into it, written in three types of writing. It was an important clue that helped experts learn to read Egyptian hieroglyph. Explain that the text has been carved into the stone so explain that on our amulets, we are going to do the same, and carve hieroglyphs.

Before we do that, we need to practice carving as a skills. Explain that we are going to experiment with different tools and implements to create the shapes and symbols that we need. Model using the different tools and implements an provide children with clay and tools to do the same.

Children use the clay tools to carve hieroglyphs into the clay



To use clay to create a realistic form

Explain that today we are going to create our amulets. Recap our learning from the last 2 sessions and share more images of real amulets and examples made by the children.

Recap the clay skills we have learned - which of these will be using today? Why? Model choosing an amulet shapes and using the learned skills to create the shape needed. Remind children that they need to carve the hieroglyphs into the shape as well.

<https://slideplayer.com/slide/10483098/> for explanation of colours that can be adapted for KS1 and then children can choose the colours to represent they choices.

Create and paint amulets

