

**Thematic Planning for Autumn Term**  
**The Egyptians: Walk like an Egyptian**  
**Year 3**

**Additional Requirements Prior to the Unit:**

- Plan or Book Experience Day: Highly Sprung or Visit Natural History Museum or History off the page (this must include study on Hieroglyphics in order to cover content)

**Lesson 1**

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>• Place historical events and figures on a timeline, knowing that a timeline can be divided into BC and AD</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know when in history the Ancient Egyptians lived.</li> <li>• Know about some of the key achievements of this civilisation.</li> </ul>
Vocabulary	Timeline, chronology, civilisation, era, BC, AD

Teacher guidance

Session outcome: An individual timeline of key events of Ancient Egypt (also large version replicated on display)

**Lesson Exploration**

**Starter:** Find out what chn already know about Egypt or Ancient Egypt. Encourage them to think about familiar Bible stories which are set in Egypt. (Moses in the Bulrushes, The Israelites escape from Egypt, Moses parts the Red Sea, Moses receives the Ten Commandments in Mount Sinai, King Herod, Jesus' flight to Egypt.)

Explain that today we are going to learn when the Ancient Egyptians lived. Make a timeline with rope/tape across the classroom/hall floor. What is a timeline? Place a crib with a doll wrapped in white cloth half way along to represent Jesus! Who do you think this is? What year do you think Jesus was born? Place a card with the year 0 on the timeline. Ask children what year it is now and place the card with 2020 on the end of the timeline. Does the timeline end there? Why not? Discuss the concept of the future and that the timeline will continue. Ask the chn when they were born and place card on the timeline discussing how it will be very close to today as they have only been alive 7 years! Add any other historical dates the chn know e.g. 1666 The Great Fire of London.

All dates so far are all things that happened after Jesus was born, does this mean that nothing happened before Jesus was born? How do we know that it did? Look at images of events BC. Tell chn that the Ancient Egyptian Civilisation began around 6000 years before Jesus was born and lasted many years. It ended 332 years before Jesus was born. How do we know the difference between something that happened before Jesus was born and something that happened after? Discuss BC and AD. Place 6000BC and 332BC on the timeline and point out that the timeline continues even before 6000BC.

Give children their own timeline from 6000 BC to 0 and show which section theirs relates to on our class one. Provide a selection of stickers each showing a different important event in Ancient Egyptian history with the date it happened. Chn to sort the events into chronological order and stick them on their blank timeline. These will be



events that we will be looking at in greater detail over the course of the topic so we will be able to revisit the timeline to consolidate their concept of chronology.

When timelines are complete, ask children which of the events is most recent and which happened longest ago to check they understand the closest to 0 the more recently it happened.

Share correct order and allow time for children to talk in their pairs about the events and to ask questions about what they wonder from this timeline. What do they want to find out? Add these questions to the Theme display and explain that we will find out the answers over the coming term.

Explain to the children that the Ancient Egyptian civilisation lasted for a long time: between 5000 and 6000 years. One of our Big Questions is why did it last for so long? Add this question to the board and tell the children we will be thinking about this over the next few lessons.

## Lesson 2

Focus Subject(s):	<b>Geography</b>
Skills	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features (Ancient Egypt) .</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know where the Ancient Egyptians lived.</li> </ul>
Vocabulary	Continent, equator, northern and southern hemisphere, Egypt, Asia, The Mediterranean, The Red Sea.

Teacher guidance

Session outcome: Map-skills: plotting countries on a map.

### Lesson Exploration

**Sticky Knowledge: Recap on terminology from last lesson to consolidate BC, AD, chronology, timeline, era, civilization. Cover some of the key events on the timeline – can they recall event? Year?**

Where in the world is Egypt? Explain that today we will be using a range of maps, atlases, globes and websites to help us locate Egypt.

Show a large map of the world either on the floor/wall or on IWB and invite teams to discuss where they think Egypt is. Give atlases per pair and model how to use the contents/index pages to locate Egypt on a world map. Discuss general observations about the position of Egypt in relation to England and other countries they know. Does it have a border on a sea? Which ones? Does it border any other countries? Which ones? Chn label Egypt, The Mediterranean and The Red Sea on their map. Point out the equator and explain what this is and how countries closer to the equator are hotter and those further away are colder. What can they infer about the climate in Egypt from looking at its position in relation to the equator? Chn draw equator on their map and label Northern and Southern hemisphere.

Show a globe and ask children what is similar and different about the map and the globe? Which is a better model of the Earth? Can they find Egypt on the globe?

Show a large world map which shows the different continents by colour. What is a continent. Watch video clip of Continent Song to introduce continents:



[https://www.google.com/search?q=continent+song+for+kids&rlz=1C1GCEU\\_en-GBGB838GB838&oq=continent+song&aqs=chrome.0.35i39j46j69i57j0l4j69i61.2416j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on](https://www.google.com/search?q=continent+song+for+kids&rlz=1C1GCEU_en-GBGB838GB838&oq=continent+song&aqs=chrome.0.35i39j46j69i57j0l4j69i61.2416j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on) Can they out which continent Egypt is a part of? Explain that it spans over 2 continents: Africa and Asia. Chn to label both continents on their own map.

Model on IWB how to use Google Earth to look closely at Egypt. Allow children to work in pairs on iPads to use Google Earth to have a close look at Egypt e.g. distance from the UK, countries you fly over to get to Egypt from UK, what features they can see in Egypt. End with a discussion about any observations they make or any questions they have and explain that we will look in detail at these next lesson.

### Lesson 3

Focus Subject(s):	Geography	History
Skills	<ul style="list-style-type: none"> <li>Describe locations using human and physical features.</li> </ul>	
Knowledge:	<ul style="list-style-type: none"> <li>Know about the importance of the River Nile.</li> </ul>	
Vocabulary	Geographical features, physical features, human features, settlement	

#### Teacher guidance

Session outcome: Make a labelled model of The Nile Valley.

#### Lesson Exploration

**Sticky Knowledge:** Kahoot Quiz to recap prior learning on Ancient Egypt so far.

<https://play.kahoot.it/v2/?quizId=09209a11-d67c-4592-9165-efc23fe3a9aa>

Chn either sit in a large circle on the carpet to create a large class model or sit in teams to create one per group. Explain they are going to build a model of Ancient Egypt to help them learn about the geographical features of the landscape they lived in. Explain that geographical features are split into **physical** and **human**. What is the difference? Explain we will mostly learn about the **physical features** today. As chn build the model, encourage them to make labels of the characteristics discussed.

Build model:

1. Use sand to make **desert**. Explain that Egypt was (and still is today) predominantly desert and the Egyptians called this 'the Red Land' because of the heat and sun. What do they know about deserts? Watch the short video to explain deserts. What type of desert is the Sahara?
2. How do you think it was possible that Ancient Egyptians survived there for so long when it is so hard for animals and plants to live in deserts? Explain that the **River Nile** made it possible for people to live there. We will learn lots about the River Nile in the next few lessons. Use blue material to represent this.
3. Look at the River Nile on Google Earth. Look at how the land either side of the River Nile is dark. Why do they think it is a different colour? Explain that the water made the land surrounding the Nile rich and fertile and ideal for growing crops. This area was known as **The Black Land**. Sprinkle black soil along either side of the blue material to represent this.
4. Show pictures of the **Nile Delta** and look on Google Earth. Why does the green area get larger? Chn create the Delta using more blue material.
5. Look at the position of the **mountains** in Egypt. Explore The Sinai Peninsula and The Red Sea Mountains on



Google Earth. Children represent these on models using clay.

6. Look at pictures of **oases** (oasis singular). Ask children if they know what an oasis is. Explain that it is a fertile spot in the desert where water is found so plants and trees grow there. Ask children to place some foliage on the Red Land to represent an oasis.
7. Discuss the **quarries** in the desert which is where the Ancient Egyptians got their stone from to build pyramids, temples and statues. Ask some children to bury some stones beneath the sand to represent the quarries.
8. Discuss **mines** and explain that many precious and semi-precious stones were extensively mined and that is how Ancient Egyptians were able to make sure beautiful jewellery and accessories. Bury gems to represent the mines.

Now explain to the children that there were other features of Ancient Egypt but these are **human features**. Ask what they think human features are. Explain that these are man-made features. Add **pyramids, temples** and **settlements** to the models if you wish. Ask children to look at the timeline to remind themselves what year pyramids were first built and when mud brick houses were built. Which came first? Explain that houses previously were mud and papyrus but got washed away when the Nile flooded.

In pairs chn complete a card matching activity to reinforce the different definition of each of the features discussed. Stick a photograph of children making their model/finished product in book. Chn write definition of each physical and human feature on their map.

**Extension; Imagine you were an Ancient Egyptian settler. Where would you build your settlement and why? Place your name on your model to show where you would build.**

#### Lesson 4

Focus Subject(s):	Geography	History
Skills	<ul style="list-style-type: none"> <li>• Investigate early settlements and their location and make links with cities today. (River Nile, River Thames).</li> <li>• Use appropriate historical vocabulary to communicate about the past</li> </ul>	
Knowledge:	<ul style="list-style-type: none"> <li>• Know the importance of the River Nile to the Ancient Egyptians.</li> </ul>	
Vocabulary	Irrigation, Ahket, Peret, Shemu, Papyrus	

#### Teacher guidance

Lesson Outcome: Children discuss the farming seasons and the importance of the River Nile using pictures and voice over in app such as Puppet Edu or Clips. (QR code for book)

#### Lesson Exploration

##### **Big Question Lesson: Why was the River Nile so important to the Ancient Egyptians?**

**Sticky Knowledge: Play Taboo to consolidate learning from last lesson. Chn work in pairs. Partner A takes card with a geographical feature on and must explain to partner without using the actual word.**

Begin by reminding chn that last lesson they decided where they would build a settlement if they lived in Ancient Egypt. Recap their choices and reasons. Now show the map from previous lesson of Ancient Egypt with red dots representing the towns and cities. What do chn notice about the position of them. Show how temples and pyramids



were also built in the towns and cities along the banks of The Nile. Could people survive elsewhere in the desert? Perhaps compare the position of these towns along the river to towns and cities in the UK today which are often located close to Rivers (link to River Sherbourne which flows underneath Coventry).

Use Google Expeditions on ipads for chn to explore The River Nile (Ancient Egypt – Houghton Mifflin Harcourt, Vida Systems – Scene 1 ‘The River Nile’) What observations and inferences can chn make from the scene. Read the accompanying information together. Now watch the video clip: <https://www.youtube.com/watch?v=tejpJqeOqKE> Discuss key questions: How long is Nile? Where does it begin and end? Why is either side of the Nile green? Why is it so important for the Nile to flood every year?

Talk about the importance of farming for The Ancient Egyptians and how this was done throughout the whole of the era. Refer to timeline how the first settlers would have farmed and then in 5000BC there was a greater range of crops and animals used in farming. Explain there were 3 different farming seasons in Ancient Egypt. Akhet (The Flooding Season); Peret (The Growing Season); Shemu (The Harvesting Season). Look at each one in turn and ask chn to make notes on the cycle diagram to help with the task at the end of the lesson.

Get chn to think of all of the other things the Nile gave Ancient Egyptians apart from ability to farm e.g. grew flax for linen clothes, papyrus (paper, baskets, sandals), fish, water (bathing, washing clothes, drinking), building homes, transport for trading goods.

Children to create a video documentary about The River Nile using pictures and recording voice over to explain why it was so important to the Ancient Egyptians, about the annual floods and the farming seasons. Chn use Puppet Edu or Clips and create a QR code for books. Best ones to be put on school social media if appropriate.

**Extension: Egypt has been called ‘The Gift of The Nile’. Why do you think it got this nickname?**

### **Lessons 5, 6 and 7 (DT day)**

Focus Subject(s):	Design Technology
Skills	<ul style="list-style-type: none"> <li>To make a product using mechanical components</li> <li>Measure and mark out using units of measure</li> <li>Use scientific knowledge of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> <li>Design with purpose by identifying opportunities to design.</li> <li>Make products by working efficiently (such as by carefully selecting materials).</li> <li>Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know and explain about farming technology that the Ancient Egyptians used.</li> </ul>
Vocabulary	Irrigation, Shaduf, Lever, Counterweight, Base, Design, Measure, Cut, Join, Hack saw, Vice, Dowel rods, Evaluate.

Teacher guidance: <https://www.youtube.com/watch?v=wPaefGdXL80>

This is a great video for teachers showing how to make a shaduf!

Session outcome: Children design, make, test and evaluate an Ancient Egyptian shaduf.

### **Lesson exploration**



**Sticky Knowledge: Create a class Padlet on iPad and provide one iPad per team. Allow 2 minutes to share their knowledge about the River Nile on the class Padlet.**

Design

Show pictures of farming tools (mattock, sickle, hand plough). Teams to discuss what they were used for and what materials they might have been made out of. How are the different from today’s farming equipment? Now give each pair an A3 picture of a shaduf. Ask what is it? Share ideas and explain a shaduf was invented by farmers in about 200BC (add onto timeline) to get water from a lower place (The River Nile) to a higher place in order to water their crops. Answer key questions: How did the farmer use it? Why did it make life easier for him? What are the different parts on it for? Now give chn cards with key parts on (counterweight, rope, container, sturdy base, pivot, lever) Can chn place the cards on the correct parts on their diagram?

Provide each pair with plastic cup, 4 straws, a paper clip, string and plasticine. Can they create a shaduf in just 5 minutes using the equipment?

Share designs. How could we improve these? Consider stronger materials and more accurate measurements and even more authentic looking materials.

Chn to work with a partner to design a shaduf with a set criteria:

- Tripod made of 3 lengths of dowel (20cm long)
- Lever (30cm long)
- Sturdy base
- Strong joins
- Careful cutting
- Waterproof bucket

Allow chn to complete their plans. Draw designs and label, write material and equipment list.

Make

Children take part in a masterclass for measuring, cutting and joining to give guidance on how to do all three carefully, safely and accurately. Adults to support chn with sawing wooden dowels (use vice correctly).

Chn construct their shadufs.

Evaluate

Pairs showcase their work and evaluate against the criteria they were given. Did they meet them all?

Challenge each pair to see how much water they can transfer from one container to another using their shaduf in 5 minutes.

Children to evaluate their design on sheet provided: What they were pleased with, what they would improve.

**Extension: Allow children 5 minutes to explore how they could use other materials to make their shaduf spin around so that the water can be emptied on the opposite side to where it is collected.**

**Lesson 8**

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>• Describe the beliefs, ideas, attitudes and experiences of men, women and children in Ancient Egyptian times.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know about the social hierarchy of the Ancient Egyptians.</li> </ul>
Vocabulary	Civilisation, society, hierarchy, pyramid, pharaoh, nobility, scribes, craftsmen, merchants, farmers, slaves, peasants, soldiers.



Teacher guidance
Session outcome: Construct a pyramid to represent the social hierarchy.
<p><b><u>Lesson exploration</u></b></p> <p><b>Sticky Knowledge: Quiz Quiz Trade to recap learning in this topic so far.</b></p> <p>Provide children with a set of picture cards showing Ancient Egyptians doing different jobs and activities. Ask chn to discuss what they think the people are doing in the pictures and what jobs they might hold. Share ideas. Now give children a set of cards which have the names of jobs on them. Ask them to match up the pictures with the jobs.</p> <p>Explain to the chn that the Ancient Egyptians had a social hierarchy or a class system. What does this mean? Discuss and compare to society in the UK today. Tell the children that some people were far more important than others and had much more important roles in society. Show them the pyramid and explain that this was often shown on a pyramid with the most important person or people at the top and the least important at the bottom. Can the children put the 7 jobs in order of most important to least important and justify their decisions?</p> <p>Allocate each team one of the 7 jobs and an iPad/ information books. Give them 10 minutes to find out as much as they can about this job e.g. What duties did they do? How important were they? Did they work for someone else? Who did this job?</p> <p>Each team will then briefly present their key findings and give other children to opportunity to swap their rankings around based on new information.</p> <p>Share the correct pyramid order and then get chn to construct their pyramid.</p> <p><b>Extension: Why was the pharaoh seen as the most important person in society?</b></p>

## **Lesson 9**

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>• Use evidence to help ask and answer questions about the past.</li> <li>• Analyse primary and secondary sources of evidence</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (burial practice, social hierarchy)</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know about the daily lives of the Ancient Egyptians</li> </ul>
Vocabulary	Civilisation, evidence, primary, secondary, papyrus, era

Teacher guidance
Lesson Outcome: Class Book
<p><b><u>Lesson Exploration</u></b></p> <p><b>Sticky Knowledge: Treasure Hunt around the school grounds to recap learning on topic so far.</b></p> <p>Tell children that today they will be finding out all about the daily lives of The Ancient Egyptians and they will create a page for a for a Class Book. Each team will be allocated one of the following topics to research and complete a template for the page:</p> <ul style="list-style-type: none"> <li>• Clothing</li> <li>• Food</li> </ul>



- Homes
- Religion
- Leisure
- Trade
- Families

Remind children that there was a social hierarchy in Ancient Egypt and therefore things would have been different for different people. Encourage them to research how their topic was different for different social classes and also how it might have differed for men, women and children. Allow time for chn to research with appropriate websites and reference books. Encourage all groups to use a combination of pictures and writing.

At the end, children will present their information to the other groups as we read through the class book together to learn about each other's topics.

### Lesson 10

Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Explore ideas in a variety of ways</li> <li>• Comment on artwork using visual language</li> <li>• Create original pieces that are influenced by the studies of others.</li> <li>• Add materials to provide interesting detail.</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Colour fabric.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Know about the social hierarchy (role of the Pharaoh)</li> </ul>
Vocabulary	design, pattern, create, materials, inspire, texture, sketch, observe, expressive, define, space, proportion, traditional, modern, colour, acrylic paint, pigment powder paint, oil pastels, fine liner pen, Sharpie pen, blend, drawing, pencil, fabric, calico, artist, style, cartouche

Teacher guidance

**Before this lesson, ensure profile pictures have been taken of every child.**

Session outcome: Create an Ancient Egyptian pharaoh self-portrait with headdress

#### Lesson exploration

**Starter:** Chn write on a piece of paper what they know about pharaohs in Ancient Egypt. They then screw them up into snowballs and have a snowball fight. Ask children to pick up another 'snowball' and read it. Do they agree or not? Ask a few children to share the statements that they read and whether they agree with them.

Recap how the pharaoh was the most important person in society. Most were men but some very famous ones were women. The pharaoh was considered to be half man and half God and was both the political and religious leader. They owned all of the land, made laws, collected taxes, and defended Egypt against foreigners. As 'High Priest of Every Temple', the pharaoh represented the gods on Earth, performing rituals and building temples to honour the gods.

Watch Google Expeditions (Ancient Egypt – Houghton Mifflin Harcourt, Vida Systems – Scene 2 Rulers of Egypt)

Show children some pictures of famous pharaohs of the Ancient Egyptian era including Queen Cleopatra, Akhenaten





and Queen Nefertiti (possibly add them to the class timeline in the correct places for their reigns). Perhaps show pharaohs wearing the white crown and the red crown of Upper and Lower Egypt before it was unified as these are depicted in many pictures. Refer to timeline to show when Egypt became one. What do the children notice about the pharaohs in the images? How are they dressed? What accessories do they wear? How are they depicted in artwork? What colours do they see? Tell children that today we are doing some artwork about Pharaohs and are looking particularly at their headdresses. Children to stick some of the portraits into their art books and annotate with observations about patterns, colours, style of headdresses. Ask them to sketch some of the patterns they can see used. Show examples of what completed portrait might look like.

Guide children through the activity step by step encouraging them to consider traditional colours and patterns (see Lesley Whelan's materials from Art CPD)

1. Cut and stick photo on calico
2. Sketch out headdress
3. Base layer of paint (leave to dry)
4. Decorate with oils

When dried, create a gallery of children's work in the classroom and ask children to self-evaluate their portrait. What were they pleased with? What would they improve in future?

**Extension: Can they find out about modern artists who are inspired by Ancient Egyptian art?**

### Lesson 11

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (burial practice, social hierarchy)</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know about some of the religious practices of the Ancient Egyptians.</li> </ul>
Vocabulary	Mummification, embalming, sarcophagus, canopic jars, the Afterlife, pyramids, amulets

Teacher guidance

Session outcome: Information Text Mummifying a Pharaoh

#### Lesson exploration

##### **Sticky Knowledge: Pharaoh Quiz**

Show children some pictures of mummies from the Ancient Egyptian era that have been found and are now in museums. What is inside? What do they think the body would look like? Why? Why did Ancient Egyptians make mummies?

Explain that the Ancient Egyptian ritual of mummification began in around 2600BC. Can children add this onto the class timeline in the correct place? Discuss with the children that the Ancient Egyptians believed in the Afterlife which was sort of like a heaven where they were reborn and would live forever. They believed that they would need their body for the afterlife which is why they embalmed or mummified bodies. Not everyone was mummified as it was a long and expensive process so it was usually only pharaohs, their family, members of the nobility and government officials who received this treatment.



Watch Horrid Histories clip about mummification: <https://www.youtube.com/watch?v=nf4vlyh9bJk>

Then allow children to complete interactive embalming activity on iPads if possible or on IWB:

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/making-a-mummy/>

Give children picture cards to sequence to show the steps of mummification. Discuss the correct order and talk through each step with the children. Why did they remove brain but not heart? How does this compare to what we know today about the brain? What were canopic jars for? What was a sarcophagus? What was the purpose of embalming a body?

What happened when the body was prepared? Where did it go? Refer to timeline to show that pyramids were invented shortly after mummification and that these were tombs for pharaohs. Allow chn to use Google Expeditions on the iPads to look at the inside of a pyramid to see where the sarcophagus is put and what is also buried with it. (Ancient Egypt – Houghton Mifflin Harcourt, Vida Systems – Scene 5 ‘Inside a Tomb’)

Children to write an information text explaining the reasoning for Mummifying a pharaoh.

**Extension:** Look at the papyrus ‘Weighing the Heart’. What do you think it shows? Who is in the picture? Allow chn to research to help them understand what the Ancient Egyptians believed happened on the journey to the afterlife.

## Lesson 12

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (burial practice, social hierarchy)</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about some of the religious practices of the Ancient Egyptians.</li> </ul>
Vocabulary	Mummification, embalming, sarcophagus, canopic jars, the Afterlife, pyramids, amulets

Teacher guidance:

Lesson Outcome: Mummify a tomato

**Sticky Knowledge:** Team Quiz about mummification to consolidate the purpose of and reasons for and process of mummification.

Discuss importance of drying the body out and not letting air get to it to avoid it decomposing. Children to have a tomato and selection of resources on their tables (oil, soap, bandages, plastic bag, 4 paper cups for canopic jars, spoon, blunt knife). Challenge children to follow instructions they wrote last lesson to mummify their tomato using the resources on their table. Discuss as a team what they might do and in what order.

Children to share ideas before guiding chn. through the mummifying process. When tomatoes are prepared, leave in a warm, dry place for 40 days before unwrapping to see if they are successfully mummified.

**Extension:** Chn to predict what they will look like when they eventually unwrap them.

**Children to answer Big Question: What was life like for the Ancient Egyptians?**



### Lesson 13

Focus Subject(s):	History	English
Skills	<ul style="list-style-type: none"> <li>• Use evidence to help ask and answer questions about the past.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (burial practice, social hierarchy)</li> <li>• Use literacy skills to communicate information about the past</li> </ul>	
Knowledge:	<ul style="list-style-type: none"> <li>• Know about Howard Carter and discovery of Tutankhamun's tomb</li> </ul>	
Vocabulary	Archaeology, excavate, sarcophagus, tomb, The Valley of the Kings, burial mask	

Teacher guidance

Lesson Outcome: Howard Carter's Diary

#### Lesson Exploration

**Vocabulary Exploration:** Bury some pictures, objects and vocab cards that are relevant to today's lesson in sand for children 'excavate'. Can they work out what we will be learning this lesson?

Show chn pictures of male and female archaeologists and ask what they are doing and who they are? Discuss that these people are archaeologists. What is that? What do they do? Explain the word 'excavate' and add with 'archaeology' to our Working Wall with a definition.

Show more pictures of The Valley of the Kings. Do chn know where this is? Tell them it is The Valley of the Kings. What can they infer about this place? What would it be like to work there as an archaeologist? Look at The Valley of the Kings on Google Earth to find out where it is. Show that it is very far from the Great Pyramid of Giza and the Great Sphinx.

Find The Valley of the Kings on the timeline and discuss that the Ancient Egyptians started using the valley for burials instead of pyramids from 1500BC approx.. 63 tombs have been found there, 24 of which belong to ancient pharaohs. Discuss how they sometimes had false entrances to trick and confuse tomb raiders.

Tell the children we are going to read a story about a man called Howard Carter. The story is a true story set in 1922 AD. Is this in the Ancient Egyptian era? How long ago was it? The text is on the screen so they can follow along and maybe some chn can act out the key parts. Stop after each section to question chn and check understanding.

Stop reading when Howard Carter and his team have discovered the steps to a door. Discuss how Carter feels at this point. Establish he would be excited, impatient, full of anticipation and expectation, hopeful, nervous.

Children write the first part of Carter's diary detailing the events of the last 2 days and how they discovered the steps. Do a shared write first to set standards and expectations.

Continue reading to discover what happens when Lord Carnarvon arrives in Egypt. What do they find? How do they feel? Why don't they actually find Tutankhamun's body until later?

Children continue to write the second part of the diary explaining what he saw when he finally got inside the tomb.

**Big Question Response: Which dates are significant in the Egyptian Era?**

