



Holy Trinity Church of England Academy
Termly Plan – Pharaohs
Year Group - five

Focus + Area of Curriculum Engage, Develop, Express, Innovate	Objectives	Activity and lesson outline	Differentiation	Resources/ Key Questions	Next Steps/ Necessary Skills
Engage English	Ask questions that develop their own and others' ideas.	Watch original film footage of Howard Carter discovering Tutankhamun's tomb in 1922. Discuss what the footage tells them about Carter and explain why the discovery was so significant. Ask questions about words that they do not understand. Work in pairs to make a list of questions that they would have liked to ask Howard Carter. Provide the children with a range of non-fiction books about Tutankhamun and Egyptology, so they can read about the discovery independently.			
Engage English	Use the features of non-fiction effectively to find information and present key facts across all curriculum areas.	Read a range of source materials, including non-fiction books and websites that relate to the discovery of Tutankhamun's tomb. Record their findings by making notes. Discuss the mystery surrounding Tutankhamun's death with the whole group, including what they know or have found out about the 'the mummy's curse'. Children could record 10 top facts about Tutankhamun, discussing and agreeing the wording as they compose their sentences. Useful websites could be displayed in the computer area to revisit during the project.			
Engage History	Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.	Look at photos of, and information about, the contents of Tutankhamun's tomb. Generate questions about the contents and write them on sticky notes. Consider what these artefacts and objects might tell them about the ancient Egyptians and the 'boy pharaoh'. Think about and articulate the information the objects and artefacts cannot tell them. Note The mummified body of Tutankhamun tells us his age, height and even what diseases he had. Explain how ancient artefacts found in his tomb were viewed as treasures and were therefore vulnerable to tomb robbers.			



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<p>Engage geography</p>	<p>Compare land use and geographical features on different types of maps.</p>	<p>Locate Egypt on a world map. Use online maps and other information sources to describe Egypt’s landscape, surrounding countries and seas, climate, and significant geographical features, such as the River Nile. Locate important places, such as Cairo, Giza and the Valley of the Kings, where Tutankhamun’s tomb was found. Make a sketch or digital map of Egypt, mark its significant features and add a key for reference.</p>			
<p>Engage History</p>	<p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p>	<p>Create a timeline to show how ancient Egyptian civilisation developed. Add the following significant events to their timeline: the reign of Tutankhamun (1332– 323 BC), the unity of Upper and Lower Egypt (3000 BC) and the building of the Great Pyramid of Giza (2584 BC). Research other important events and people, adding them to the timeline. Compare the chronology with other periods of history that they are familiar with.</p> <p>Note Add other details and events to the timeline throughout the project, including reigns of other key pharaohs. Make sure children understand that BC dates increase as they go back in time.</p>			
<p>Engage Art</p>	<p>Explain how an idea has developed over time.</p>	<p>Draw detailed, colourful pictures of decorative artefacts found in Tutankhamun’s tomb. Look at other ancient Egyptian artworks and identify artistic styles that were popular at the time. Make a note of any common symbols, explaining how they have developed over time.</p> <p>Note The Wedjat is an eye symbol that appears on many important objects, particularly tomb items. It was a symbol of protection for the soul in the afterlife. Ask the children to use a magnifying glass or enlarge the pictures so they can see extra details. They could also use a range of different materials to recreate artefacts and objects in 3-D.</p>			



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<p>Develop History</p>	<p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	<p>Learn about the role of an Egyptian pharaoh, including what he or she was expected to do and what they were responsible for. Find out what Egyptian people thought about pharaohs. Write a job description for the role of a pharaoh, describing the qualities and experience that they might need. Outline the roles and responsibilities of the position and ask for a reference. Role play going to an interview for the job of Egyptian pharaoh!</p>			
<p>Develop History</p>	<p>Explain why people acted as they did.</p>	<p>Watch a presentation or search online to find out what happened to a pharaoh when they died. Describe their findings using key words and phrases such as preserved, embalmer, the Beautiful House, canopic jar, afterlife, pyramid, ointment, natron, coffin, priest and sarcophagus. Decide how they would like to present the information.</p> <p>Note Nearly all the pharaohs chose to be buried in The Valley of the Kings, a valley west of the Nile, which today is a popular tourist attraction. Find out what the children think about this. Should the valley be open to tourists or should it remain a sacred place?</p>			



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<p>Develop Art / DT</p>	<p>Combine a range of media within a piece of work and explain the desired effect.</p>	<p>Use images in books or online to investigate the ancient Egyptian headwear known as ‘nemes’. Sketch the nemes from different perspectives and capture details such as its shape, pattern and form. Make their own nemes using fabric, card, and gold and blue craft foils. Use a digital camera to take photos and record different points of the making process. Model the finished item and take a final photo.</p> <p>The nemes (pronounced neh-mehs) was the striped headwear worn by pharaohs in ancient Egypt. It covered the top and back of the head including the neck. It had two large flaps which hung down behind the ears and in front of both shoulders. Enable the children to make a small prototype of their nemes before they use more expensive materials.</p>			
<p>Develop History</p>	<p>Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.</p>	<p>Discuss what we can learn about ancient Egypt from just one or a group of similar objects. Make detailed drawings of the artefact(s) and describe what they can see. Consider what each artefact tells them about life in ancient Egypt. Explain why it is important for historians to examine information from a wide range of sources before making a judgement on or drawing conclusions about the past.</p>			
<p>Develop English</p>	<p>Routinely use dictionaries and thesauri to learn the meanings of new words and develop understanding of shades of meaning.</p>	<p>Read a selection of non-fiction texts to search for information on their area of research. Highlight any new words and those they are unfamiliar with, then use a dictionary or glossary to find what they mean. Add these words to their project vocabulary list or display. Make notes on their findings and decide how best to record relevant information.</p>			



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Develop Geography	Explain how things change by referring to the physical and human features of the landscape.	Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Sketch a map or 3-D diorama of the Nile, locating towns and cities along its course.			
Develop Music	Name and select appropriate tools for a task and use them with precision.	<p>Look at a range of jars and containers from ancient Egypt and find out what materials they were made from. Draw their shape and form, then use clay to make a jar or container that could be used in an ancient Egyptian home to carry water or store food.</p> <p>Children should begin by making a coil pot and smoothing the sides before adding detail, a lid and pattern work. Children will revisit this technique later when they make canopic jars during the Innovate stage.</p>			
Develop Art	Select, organise and record relevant information from a range of sources to produce well-structured narratives descriptions and explanations.	Learn about the ancient Egyptian gods, including what they looked like and what their role was. Find images of the different gods in Egyptian tomb paintings and papyrus scrolls, then describe what the images show. Draw a favourite god or goddess and create an information sheet about them. Find out how the Egyptian people worshipped their deities.			



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Develop Art	Explain what times of year particular foods are in season.	Make bread – Egyptian style! Learn about the ancient Egyptians' daily diet, including how the Nile's flooding cycle provided seasonal rhythm for the Egyptian people. Follow a simple recipe to bake flatbread, adding a range of Middle Eastern fruits, such as dates or sultanas. Enjoy their bread with other common foods, including chickpeas, dates, honey, raisins and pomegranates. Children could mark on a calendar the season each ingredient becomes available.			
Develop Art	Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g colour and pattern)	Learn how to write like an Egyptian! Find out about the work of a 'scribe', including the tools of their trade and their special role in ancient Egyptian society. Practise writing in hieroglyphics and create a special cartouche with their name on it to wear as a pendant. Explore the role of amulets and how they were worn by ancient Egyptians for good luck. Sketch ancient designs, then make an amulet of their own, using soft wire, beading and clay.			
Develop History	Explain why people acted as they did.	Read a letter from the nervous pharaoh, Khufu, to his priest, describing his worries about life after death. Write the priest's response, reassuring the ageing pharaoh and explaining how his soul will be protected and guided in the afterlife. Explain how mummification, the design of his pyramid and the contents of his tomb will help him.			



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<p>Develop Art</p>	<p>Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.</p>	<p>Build tombs and pyramids of different sizes using a range of construction materials, including Lego, wooden blocks, bricks and cardboard boxes. Work both indoors and outside to construct amazing buildings and consider which structures are more successful and why. Take digital photos during the making process, then use them to look back at and reflect on their work.</p>			
<p>Develop History</p>	<p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	<p>Find out about the <i>Book of the Dead</i>, then explain what it was and why it was important. Write their own transformation spell, which will transform them into a plant or animal and give them special powers and abilities in the afterlife!</p> <p>Note The <i>Book of the Dead</i> was a collection of about 200 spells and illustrations, written on papyrus scrolls. The spells were believed to help the dead face dangers in the underworld and achieve eternal life.</p>			



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Innovate

First you need to practise your embalming skills. Working with a fellow assistant, practise wrapping oiled linens around their hand or foot, making sure it is well covered. Have your work checked by Ramose. How does he think you've done?

Ramose has removed the boy's internal organs. Yuck! His liver, intestines, lungs and stomach are ready for preserving. Can you find out how organs should be stored?

We need to preserve his organs for the afterlife. Make a canopic jar using clay to store an internal organ of your choice! Don't forget to add an animal head lid. Look at real canopic jars for design ideas.

The boy must be protected by a sturdy sarcophagus for his journey into the afterlife. What materials will you use to build it? Ramose has sent the exact dimensions needed. How old do you think the boy was when he died?

Ramose has requested that you decorate the boy's sarcophagus with plenty of sacred Egyptian symbols. Before you start decorating the sarcophagus, practise writing and drawing what you want to add. It needs to be done perfectly.

Invite Ramose to view your work so far. What does he think?

Work in pairs to design an appropriate death mask for the boy. Look at examples before getting started. How will you make your mask?

Display your masks. Take a class vote on the best one for the boy.

Ramose is here with the boy securely enclosed in his sarcophagus. Wearing your best attire as a mark of respect, carry the sarcophagus carefully to a place of rest.

What items might the boy need in the afterlife? Bring something from home that will help him, explaining to others what it is and why you chose it.



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Express	Describe how a significant individual or movement has influenced the UK or wider world.	<p>Find out about events leading up to the death of Cleopatra VII, the last Egyptian queen. Look at different versions of events and draw conclusions about what the true story might have been. Work in groups to present a short talk about their findings and views.</p> <p>The most popular version of events is that Cleopatra committed suicide by placing a poisonous snake on her body and letting it kill her. However, there are different accounts...</p>			
Express	Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding place	<p>Write a tourist's guide to Egypt, detailing key monuments and locations that they would recommend visiting. Include information about the climate, currency, leisure activities and language.</p> <p>Show the children a range of travel maps and guides to major cities. The children could include a map with a key to show the main attractions. The guide could be presented using appropriate ICT tools.</p>			
Express	Describe how a significant individual or movement has influenced the UK or wider world.	<p>Consider what the ancient Egyptians contributed to world history. Make posters and animated presentations using software such as PowerPoint or Prezi to document their ideas. Present their work to an invited audience.</p> <p>Children could work in pairs to create their presentation. They could invite parents and family members to come in and see what they have learnt about how ancient Egyptian culture has influenced history.</p>			