



History

How did the Civilisation of Egypt wax and wane? Ancient Egyptians (3100BCE – 30BCE)

Year 5 Unit 2

Intent:

Teaching the Ancient Egyptians should be more than writing your own name in hieroglyphs or wrapping dolls in toilet paper. To the pupils, Ancient Egypt needs to have coherence and this means developing an in-depth understanding of the period. It is important to be structured with our intent. In order to select appropriate knowledge, we need to be confident in justifying the choices of content we make. The aim of this series of lessons is to provide a detailed overview of key events, themes and individuals of the period.

When considering a long period it is useful to identify some key themes that shape the period and can be traced through that time. These can be linked to significant individuals or events and help to provide a structure. These themes should be used in conjunction with a timeline to promote and refine children's chronological understanding. Possible themes across ancient Egyptian civilisation: • Monumental buildings (power) • Trade (wealth) • Religion (power) • Art (religion/power/wealth) • Territorial conquest (wealth/trade/power). The central imperative of all these themes is the creating, maintaining and supplementing of POWER. These themes can be considered through a focus on chronological events or significant individuals. Monumental buildings also, for example, could be considered through the pyramids of Giza, the mortuary temples of Hatshepsut or Ramesses III. Enquiries are focused on why the Egyptians built pyramids, why they traded, to how interpretations of pharaohs and queens and their actions have been influenced over time and how ancient Egyptian culture came to be fused with ancient Greek.

Pupils should be taught to:

Study a non-European society that continues to develop a chronologically secure knowledge of world history. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources. Investigate and interpret the past.

Communicate historically. (Use original ways to present information and ideas)

Understand that the past is represented and interpreted in different ways.

Build an overview of world history.

Prior learning:

Year 3	Year 3				
Builds on The Romans	Builds on The Ancient Greeks				

Key Vocabulary:

Tier 2 - Multiple meanings or high frequency

Chronology	Past	Evidence	Archaeologist
Wealth	Power	Trade	Enquire

Tier 3 - Subject specific

Pyramid	Heiroglyphic	Expedition	Successor
Symbolism	Tomb	Chariot	Decline

Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
Pyramid	From the Latin 'pyramis' meaning 'fire in the middle'	
Tomb	c. 1200, <i>tumbe</i> , early 14c. <i>tomb</i> , from Anglo-French <i>tumbe</i> and directly from Old French <i>tombe</i> "tomb, monument,	

	tombstone" (12c.), from Late Latin <i>tumba</i> (also source of Italian <i>tomba</i> , Spanish <i>tumba</i>), from Greek <i>tymbos</i> "mound, burial mound," generally "grave, tomb."	
Hieroglyphic	Adjective - 1580s, "of the nature of Egyptian monumental writing," from Late Latin <i>hieroglyphicus</i> , from Greek <i>hieroglyphikos</i> "hieroglyphic; of Egyptian writing," from <i>hieros</i> "sacred" (see ire) + <i>glyphē</i> "carving," from <i>glyphein</i> "to carve"	
Decline	early 14c., "deterioration, degeneration, a sinking into an impaired or inferior condition," from Old French <i>declin</i> , from <i>decliner</i> "to sink, decline, degenerate"	

Idioms and colloquialisms	
	Meaning

Misconceptions	
Not true	Teach this
The tombs of the pharaohs in Egypt are cursed. If a tomb is excavated, a curse will be placed upon anyone entering the tomb.	Perhaps Howard Carter really was afflicted with the "Curse of the Pharaohs" when he opened Tutankhamen's tomb, that must be why he went on to live 16 years afterwards and become one of the most famous and prominent archaeologists in history.

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Q: Who built the Great Pyramid at Giza?</p> <p>L.O. To investigate and interpret the past.</p>	<p>Group activity - Class/individual poster: (6 groups) - read Herodotus’s account of the building of the pyramid - note key points - watch separate video clips from “Building the Great Pyramid” - use resource information packs on different themes to gather and pool information on theme - each group contributes to class poster.</p> <p>Herodotus’s account: http://www.gutenberg.org/files/2131/2131-h/2131-h.htm BBC Building the Great Pyramid (available on YouTube in 6 nine minute segments) http://www.youtube.com/watch?v=zwiic6BoleQ</p> <p>Themes to research (taken from the following websites)</p> <ul style="list-style-type: none"> • The galleries http://www.aeraweb.org/projects/lost-city/ • The Royal Administrative Bureau http://www.aeraweb.org/projects/lost-city/ • Eastern Town and Western town http://www.pbs.org/wgbh/nova/ancient/who-built-the-pyramids.htm • Feeding the workers http://www.livescience.com/28961-ancient-giza-pyramid-builders-camp-unearthed.html • Gangs and Graffiti http://www.pbs.org/wgbh/nova/ancient/lehner-giza.html Solar Barque http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/ <p>Finish by showing the image of the “Solar Barque” of Khufu. Question “What do you think this was for?”</p>	1 - 3
2	<p>Q: Who was Hatshepsut and why did she send an expedition to Punt?</p> <p>L.O. To communicate historically. (Use original ways to present information and ideas)</p>	<p>Group/Pair - Investigate water travel in ancient Egypt ~ use table to evaluate what travelling in, why/how/why travelling.</p> <p>Recognise that they used different ships for different purposes - teacher led discussion re trade - what /where/why (multi-sensory examine trade items e.g. frankincense/ papyrus).</p> <p>Look at account of Hatshepsut’s trading expedition to Punt using images from mortuary chapel Group.</p> <ul style="list-style-type: none"> • Design board game that shows why Egypt traded. <p>End with letter from Suppiluliuma to Akhenaten about trade.</p> <p>Images for water travel: http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/ http://www.phouka.com/tr/egypt/photos/giza/solarBoat- https://www.britishmuseum.org/PDF/Ward.pdf http://www.touregypt.net/featurestories/aboard.htm http://www.pbs.org/wgbh/nova/ancient/punt-ship.html</p> <p>Information re trade: http://www.reshafim.org.il/ad/egypt/trade/</p> <p>teacher information re Hatshepsut: http://digital.library.upenn.edu/women/edwards/pharaohs/pharaohs-8.html</p> <p>Interactive images on: http://www.pbs.org/wgbh/nova/ancient/expedition-punt.html</p>	4 - 6

		letter at: http://www.touregypt.net/amarna11.htm	
3	<p>Q: What did Akhenaten do that made him so hated?</p> <p>L.O. TU that the past is represented and interpreted in different ways.</p>	<p>Individual – Draw God or goddess in stylised forms using traditional colours - introduce to class with who god was patron for.</p> <p>Teacher led - statements as either Amenhotep IV or Akhenaten explaining what he has done. Look at how the Aten is presented.</p> <p>Group – Sorting activity to show result of changes - discuss implications for different people of this change - priest, artist, everyday family, soldier, princess. Try to consider positives and negatives.</p> <p>Individual: Give out images of different characters - speech bubble thoughts around changes. End with an image of the back of the Golden throne of Tutankhamun and Ankhesenamun with Aten's rays. Possible follow up option: Art - close observational drawing using photos of artefacts and buildings. Water colour and line drawing (pen and ink) linked to the work of Sir William Flinders Petrie and Howard Carter. Proportions for stylised forms: (http://www.pyramidofman.com/Proportions.htm). Image of Amenhotep IV (http://www.historywiz.com/galleries/akhenaten.htm) Image of Akhenaten (http://www.touregypt.net/featurestories/picture09152003.htm) Image: http://www.bbc.co.uk/history/ancient/egyptians/tutankhamun_gallery_02.shtm</p>	7 - 10
4	<p>Q: What happened to Akhenaten's successors?</p> <p>L.O. To investigate and interpret the past.</p>	<p>Compare images of different pharaohs - stylized and those particularly of Akhenaten in Amarna style - identify differences - how could you recognise Akhenaten - what are the characteristic features? Compare Nefertiti and Hapshepsut Record comments on IWB Introduce importance of family life with Nefertiti and the princesses. (You may need to confront the issues of nudity here as the princesses are often depicted nude) Show images of royal family from workshop of Tutmose the sculptor and explain his role Show images of line drawings showing Akhenaten/Nefertiti and family What are the characteristics that make these images different? - physical contact - physical characteristics - physical presence of the Aten.</p> <p>Paired activity: Look at images of Tutankhamun and Ankhesenamun (include information in pack on symbolism of flowers and change of name) What do they show? How do we know they date for Amarna? W/C Image of Tut/Ankh on IWM Add statements about what is significant about image - screen save result End with image of Tutankhamun in war chariot from wooden box in tomb.</p> <p>Sample Images Akhenaten http://en.wikipedia.org/wiki/File:GD-EG-Caire-Mus%C3%A9e061.JPG http://www.touregypt.net/featurestories/picture09152003.htm</p>	11 - 12

<http://www.maat.sofiatopia.org/ichariot.gif>
<http://everyhistory.org/all-history.org/w3/Egyptian-Pharaoh-Akhenaten2.jpg>
 Images other pharaohs (Rameses II)
<http://www.superstock.com/stock-photos-images/1566-052681>
<http://www.myartprints.co.uk/a/egyptian/ramesses-ii-dressed-for-w.html>
<http://www.touregypt.net/images/touregypt/ramesses2anat7.jpg>
 Sample image of Nefertiti
http://4.bp.blogspot.com/UjqDDkoiNgM/TyIVeMejg6I/AAAAAAAAB6U/IFN_9RE81f8/s1600/006.jpg
 Sample image of Hatshepsut
<http://4.bp.blogspot.com/-k6ffzFcxCas/T9t3v7Xitcl/AAAAAAAAM4/Fntof40QhQ/s1600/Hatshepsut-300x296.jpg>
 Tutmose See Amarna Project
http://www.amarnaproject.com/pages/amarna_the_place/main_city/index.shtml

Royal family images ~ google Akhenaten and family ~ choose line drawings or papyrus copies as these are easiest for the children to make sense of, e.g.
[http://www.examiner.com/images/blog/wysiwyg/image/akhenaten_and_family\(2\).jpg](http://www.examiner.com/images/blog/wysiwyg/image/akhenaten_and_family(2).jpg)
 Can be found online but also look in Akhenaten and Tutankhamun Revolution and Restoration Silverman, D., Wegner, J.W., Wegner, J.H., (2006) University of Pennsylvania, Philadelphia

Google Tutankhamun Ankhesenamun Choose images from the Golden Throne, the ivory chest and the Gilded Shrine (again line drawing are useful) e.g.
http://4.bp.blogspot.com/_aSOXYgiaCnQ/TRY-dP5o0TI/AAAAAAAAs/r422_dOKZSI/s1600/3.jpg
<http://www.everythingselectric.com/images/back-Tutankhamuns-throne-image-photograph.jpg>
<http://www.touregypt.net/featurestories/chariots.htm>

5	<p>Q: How did Ptolemy II contribute to trade?</p> <p>L.O. To build an overview of world history.</p>	<p>Introduce city of Alexandria - founded by Alexander the Great (Greek/Macdonian) ~-Given to his general Ptolemy (first Greek ruler) Consider why Alexandria became capital city - proximity to Mediterranean and trade routes. Look at a map of area - What are the benefits of location? Maps of area including city map: http://www.forumancientcoins.com/Ancient-Maps/displayimage.php?pos=-139</p> <p>Look at a map of city - How was it the same and different to other cities of Egypt? Why would it benefit from trade/ (Colour waterways blue on IWB to highlight) What else did the first Ptolemy rulers do to encourage safe trade? Highlight area on map - Pharos? Show image what could this be? (You can show one of the videos here to give children idea of what the Pharos was like) While watching video or looking at images what characteristic features do not seem to fit with "Ancient Egypt"? Which civilization do they fit better with? (Look at names, gods, statues.) Show image of Isis and Isis Pharia - how are they different? What else did Alexandria have that encouraged people to settle? Introduce Library and Museion (Museum).</p> <p>Individual - research one of the scholars from period of Ptolemy I or II e.g. Euclid, Archimedes, Herophilus, Eratosthenes and Manetho Present research with image of person and key points of their discovery - decorate with repeat patterns of both Greek and Egyptian geometric patterns. End with the video of Alexandria during Cleopatra's time.</p> <p>You tube climb up tour of Pharos: http://www.youtube.com/watch?v=f1B-XHFb1RQ</p> <p>You tube "Seven wonders of the ancient world, Pharos of Alexandria" (1.21.41) http://www.youtube.com/watch?v=VawFVfcBi8I</p> <p>Image Isis Pharia http://www.cealex.org/sitecealex/images/pharos/ssmq_partie4/monu_m_retrouv/IsisPharia.jpg</p> <p>Image Isis http://upload.wikimedia.org/wikipedia/commons/1/1d/Ankh_isis_nefertari.jpg</p> <p>Simple information can be found here: http://www.bibalex.org/attachments_en/Publications/Files/201303201500376555_ancientalexandria.pdf</p> <p>Video: http://www.ancientvine.com/alexandria_egypt_video.htm</p>	13 - 16
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<p>6</p>	<p>Q: How did the civilisation of Egypt end?</p> <p>L.O. To communicate historically and understand chronology.</p>	<p>Give some background information about Cleopatra - avoid some of the stereotypes and propaganda produced by the Romans - show her as Egyptian as well as Ptolemaic.</p> <p>Images of Cleopatra: http://upload.wikimedia.org/wikipedia/commons/8/82/Cleopatra Isis Louvre E27113.jpg http://upload.wikimedia.org/wikipedia/commons/4/49/Denderah3 Cleopatra Cesarion.jpg</p> <p>Images and background information can also be found on British History website - key word "Cleopatra"</p> <p>Give simple explanation of Cleopatra's dilemma - rising power of Rome and decline of Egypt.</p> <p>Groups - Give out copies of Plutarch's account of Cleopatra's meeting with Mark Anthony and Shakespeare's (Act 2, Scene 2) Adult support and vocabulary cards. Make notes (different versions to different groups) Swap individuals from groups to compare two versions.</p> <p>Both versions can be found here: http://penelope.uchicago.edu/~grout/encyclopaedia_romana/miscellanea/cleopatra/alma-tadema.html</p> <p>Audio of first half of Shakespeare: http://www.youtube.com/watch?v=IDLolqXMZhU</p> <p>Individual - Contribute character to whole class collage of event - in Egyptian style Or individual versions of events using watercolour and pen and ink.</p> <p>**Art resource pack to help from "The Art of Ancient Egypt ~ Metropolitan Museum of Art" Teachers Pack</p> <p>End with timeline showing where all the different people and events fit.</p>	
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