

# Mummified



**Recommended year group:** Year 5

**Theme focus:** History

**Suggested term:** Summer

## Theme introduction

Mummified is a theme that is focused on learning about the fascinating Ancient Egyptians. Learning in this theme is focused on History but also includes Geography, Science, Art and Design and Technology. In Mummified, we look at key figures who lived during the Ancient Egyptian period as we explore the pharaohs and their achievements, including advances in architecture. Pupils will learn about the importance of the River Nile to Ancient Egyptian society. They will also learn about social hierarchy and explore what daily life was like for the different roles within Ancient Egyptian society. Pupils will develop their Art skills when they paint themselves as an Ancient Egyptian pharaoh and will use their Design and Technology skills to help find a solution to enable the Ancient Egyptian workers to move stone blocks across the sand!

### Driving question

What were the pyramids used for?

### Switch on Science unit

Year 5: Amazing changes

### Switch on Computing unit

We are VR designers

### Linked reading texts

*Cinderella on the Nile* by Marjan Vafaeian and Beverley Naidoo

*Eyewitness Ancient Egypt*

*The Phoenix Code* by Catherine Asaro

*National Geographic Everything Egypt*

### English outcome

**Newspaper report:** The discovery of Tutankhamun's tomb

**Explanation:** Explanation of the mummification process

### Curriculum coverage

**History** – Cause and consequence, historical enquiry and sources, significant individuals, events and achievements, similarities, differences and connections, historical vocabulary

**Design and Technology** – Evaluate: impact

**PSHE** – Health and wellbeing, relationships

**Art** – Developing ideas, other techniques, evaluating and appreciating

**Computing** – Digital artist

## Excite

Hold an Ancient Egyptian experience! Hold a banquet – sit on the floor and have a water bowl nearby to dip your hands in! Try some Ancient Egyptian foods like figs, lentils, honey and dates. You could even make some Egyptian bread.

Make your own papyrus using brown paper, glue and water. Then paint your own Egyptian designs and hieroglyphs.

## Explore

There are fourteen Explore sessions:

Explore 1: Where in the world is Egypt?

Explore 2: How long ago did the Ancient Egyptians live?

Explore 3: The 'Gift of the Nile'

Explore 4: Pharaohs

Explore 5: Life in Ancient Egypt

Explore 6: Hieroglyphics

Explore 7: What did the Ancient Egyptians believe?

Explore 8: Mummification

Explore 9: Monumental buildings

Explore 10: Levers and pulleys

Explore 11: Howard Carter

Explore 12: What are your gifts and treasures

Explore 13: Amazing Treasures

Explore 14: Different civilisations

## Theme essential vocabulary:

afterlife, amulet, archaeology, cartouche, hierarchy, hieroglyphics, mummification, pharaoh, society, talisman

## Essential knowledge/concepts

1. Be able to locate Egypt on a world map and identify countries surrounding it.
2. Identify human and physical geographical features.
3. The civilisation of Ancient Egypt spanned 3000 years.
4. The River Nile provided the Ancient Egyptians with many benefits including transport, food and papyrus reeds to make useful items such as paper.
5. The rulers of Ancient Egypt were pharaohs. The pharaoh was the most powerful and important person in Egyptian society.
6. An individual's social class in Ancient Egypt was dictated by their profession. These social classes were represented by a pyramid, which was organised in a hierarchy. This means that the social classes at the top of the pyramid were richer and more powerful than those at the bottom. The pharaoh was top of the hierarchy.
7. The Ancient Egyptians used a system of writing called hieroglyphics. Scribes were trained to read and write hieroglyphics.
8. Know that levers and pulleys allow a smaller force to have a greater effect.
9. Know that other civilisations lived in other parts of the world at the same time as the Ancient Egyptians, including the Maya and the first Chinese dynasties.

## Excel

The key assessment outcomes of this unit are:

Explore 3: Gift of the Nile: Fact file about the River Nile

Explore 4: Pharaohs: Top Trumps-style cards which they compare with peers to conclude which pharaoh is better.

Explore 5: Life in Ancient Egypt: Labelled social hierarchy diagram and responses to the questions: 'If you lived in Ancient Egypt, which social class would you have liked to be part of? Why?' 'Why would you not have liked to be part of other social classes?'

Explore 10: Levers and pulleys: Pupils to create their own levers and pulleys as part of their investigation. They will have recorded the force required to lift a load when using different types of levers and pulleys and made recommendations to the Ancient Egyptians.

Explore 11: Howard Carter: Newspaper report on Howard Carter and the discovery of Tutankhamun's tomb

## Exhibit

Ancient Egyptian museum exhibition for other year groups and families.

## Possible wider experiences:

Trip to the British Museum in London

## Flipped learning opportunities

1. Research the discovery of Tutankhamun's tomb.
2. Find out how hieroglyphics were used by the Ancient Egyptians.
3. Discover a range of Ancient Egyptian artefacts and what they can tell us about life in Ancient Egypt.
4. Research a key pharaoh.

## Family learning suggestion

Build a reconstruction of Tutankhamun's tomb with a mummified pharaoh and treasures.

## Cultural awareness

### Key piece of music

'Pharaoh's Story' – from *Joseph and the Amazing Technicolor Dreamcoat*

'Grand March' – from *Aida*

'Walk Like An Egyptian' – by The Bangles

### Key piece of art

'Nefertiti' – Bust Thutmose I

### Key poem

'Egyptian Afterlife' – by Roger Stevens

'Pyramid' – by Dave Calder