

Week 6 – What do we know about ancient Egypt? Looking at evidence

Focus + Resources	Lesson Notes
<p>Lessons 1 and 2</p> <p>Objectives</p> <ul style="list-style-type: none"> To locate ancient Egypt in time and place To describe objects that have survived, give reasons for survival and explain what we can learn from them <p>Key Ideas</p> <ul style="list-style-type: none"> We already know many facts about Ancient Egypt We can learn about a civilisation from objects <p>Resources</p> <ul style="list-style-type: none"> Explore Ancient Egypt Adventures in Ancient Egypt WES Y3 Humanities Workbook 2 Pictures from Term 1 Appendix <p>Extension Activities</p> <p>If you have access to the internet, extend the work this week by suggesting that your child finds out more about Tutankhamun</p> <ul style="list-style-type: none"> There is extensive coverage on Tutankhamun on the Woodlands junior school website There is a fun activity on www.virtual-egypt.com → <i>Flash movies</i> → <i>Who killed King Tutankhamun?</i> This activity involves your child in speculating who the killer might have been from among several suspects. In each case she is asked to consider opportunity, motive, evidence. You might need to help with reading and discussion here. 	<p>Lesson 1</p> <ul style="list-style-type: none"> What do we mean by ancient Egypt? Ask your child what she knows about Egypt. She will know something about modern Egypt from last week's work. <i>What about ancient Egypt?</i> She may have heard of the pyramids or of Tutankhamun. <i>What else?</i> Ask your child to read pages 4-5 in <i>Explore Ancient Egypt</i>. Talk about what she already knew and what she has learned. Draw a timeline on several sheets of A4 paper stuck together (or along a wall). Mark '0' in the middle and establish that all dates to the right of this on the timeline will be 'AD' and those to the left will be 'BC'. Establish that these dates relate to the birth of Jesus and that this happened about 2,000 years ago. Talk about the fact that the AD dates go forwards from 0 and the BC dates go backwards. Mark 1,000 AD and 2,000 AD (with large gaps between) and ask your child to show you where we are now. Then mark back 1,000 BC, 2,000 BC and 3,000 BC on the other side of the timeline. Talk about how long ago the ancient Egyptians lived – the time when they were building the pyramids was longer before the birth of Jesus than we are afterwards. Discuss the fact that the ancient Egyptian civilisation lasted a very long time – from before 3,000 BC to the time of Jesus birth. Discuss what was happening in the different periods of the civilisation. What do you know? Activity 2.1 in <i>Humanities Workbook 2</i> asks your child to identify some facts she may already know about Egypt. Let her have a look at these first and see which she can identify and then discuss them together. (Answers in Term 1 Appendix.) Discuss the fact that hieroglyphics are the form of writing that the ancient Egyptians used – your child may have seen examples of these. There are Egyptian obelisks in places other than Egypt. (There is one in London.) Talk about how it might have travelled there. The pyramid is probably the best-known ancient Egyptian image. On the timeline at the bottom, your child should colour in from 3,000 BC to 1 AD. Your child can come back to this activity as she finds out more about ancient Egypt. How do you know? Ask your child <u>how</u> we know about ancient Egypt. Establish that we learn from evidence and that evidence provides confirmation of facts about a place or a time. Talk about the different types of evidence there are. Turn to Activity 2.2 in <i>Humanities Workbook 2</i> and show your child the four different types of evidence at the top of the page. Discuss the meanings of the words and the differences between these types of evidence. Establish that by <i>oral evidence</i> we mean the things people say – the stories that may be handed down from generation to generation. <i>Visual evidence</i> is what we can see for ourselves – by looking at the landscape as it is now by looking at old paintings or photographs. <i>Physical evidence</i> is the things we can touch and feel – such as buildings and archaeological finds such as pots and jewellery. <i>Written evidence</i> can include maps and picture writing as well as the written word we recognise. Work with your child in the activity to identify the different types of evidence. (Answers are in <i>Term 1 Appendix</i>.) Discuss the evidence and try to allocate each one to a pyramid. Some you may feel fit in more than one. Discuss these – the answers may not be definitive.



Lesson 2

- **What can we learn from an object?** In the last lesson you discussed the various types of evidence used to build up a picture of a past time. In finding out about ancient Egypt there are a great many objects that we can use as evidence. Ask your child to read page 6 in *Explore Ancient Egypt*. Choose an object from your home, such as an ornament, a piece of jewellery or a tool and ask your child to answer the questions on page 6 relating them to this object. Discuss how you can find out about where it came from by considering these questions. Ask your child to continue reading about Tutankhamun on page 7 and talk about what can be found out from the objects in his tomb.
- **Looking at ancient Egyptian artefacts.** Take out pictures 7-9 of the Ancient Egyptian Artefacts in the *Term 1 Appendix* and cut these into individual pictures. Ask your child to look at the picture of the pyramid first of all. What can we learn from this? There is no right or wrong answer to this but do discuss the fact that many people must have worked to build something so massive and that therefore it must have been very important. The Egyptians must have had good technical skills to make such a monument. Continue to look at the sphinx and at the golden mask and ask your child to talk about what we can find out about these. Activity 2.3 in *Humanities Workbook 2* asks your child to look at a selection of artefacts and comment on what we can learn from them. There are suggested answers in the *Term 1 Appendix* but your child may have other equally valid ideas.
- **What do objects tell us?** Turn now to pages 12-13 in *Explore Ancient Egypt*. Ask your child to read these and discuss how much we know about this civilisation and why we know so much. (Relate this back to the many different sources of evidence we have about ancient Egypt.)
- **Adventures in Ancient Egypt.** Let your child start to read this story book. You will be looking later at the text boxes at the bottom of each page but your child may enjoy reading the story through first of all. (This can be left until later if time is short.)

Week 6 - Additional Teaching Points

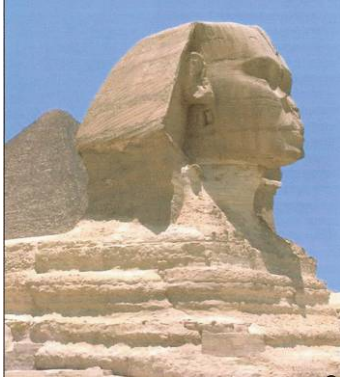
Teacher tips

- Children in Year 3 will vary in their reading stamina so use your discretion in asking your child to read the texts suggested, in sharing the reading (such as reading alternate paragraphs) or, if necessary, read the text to your child. If you find your child is unable to read much of the text independently (and you are enrolled for the WES English course), please ask your tutor for advice on improving skills in reading in English. The book, *Adventures in Ancient Egypt* is a lively story but also provides good background information. The story itself can be read either this week or later in the topic. You will be guided on when to use the text at the bottom of each page, but this will be more meaningful if your child has already read the story.

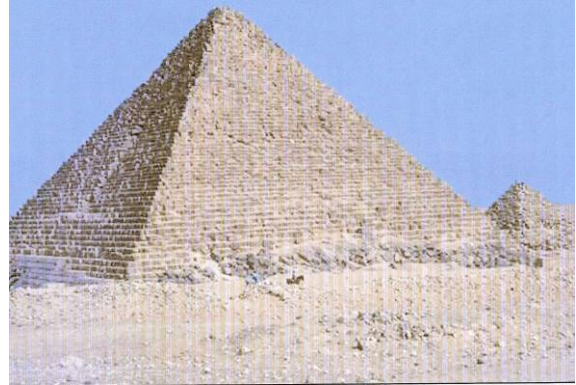
What artefacts can tell us

Activity 2.3
Week 6

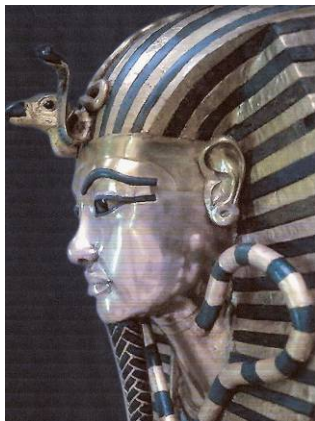
Think about what we can learn from each of these artefacts and then write your ideas below.



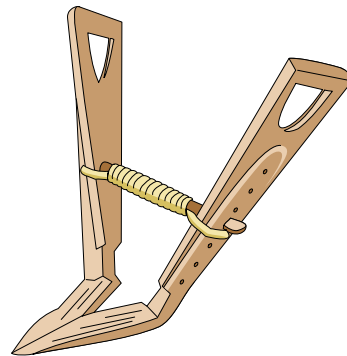
1. The sphinx



2. Pyramids



3. Golden mask of Tutankhamun



4. Wooden plough

1.	2.
3.	4.