History Lesson Plans; Ancient Egyptians Y5, Spring Term

Date: Where and When?

Objectives

That pupils will recognise where the Ancient Egyptian society was located. That pupils will place this empire into a time frame.

Tasks

Ask pupils if they know where Egypt is – which continent?

Locate on a map; show on OHP.

Discuss features shown on maps and their possible impact.

- desert What do they know? Type of use of land? Likely way of life?
- River Nile what might we find here? What will the land be like?
- coast what might this mean?

Give out maps. On these, pupils can label Mediterranean Sea, Red Sea, River Nile, White Nile, Blue Nile, Giza, Memphis, Thebes, Khartoum, Sakkarah. Colour in Egypt, Mediterranean Sea, Red Sea, rivers.

<u>Support</u>: less able pupils can have copies of these labels which they can place in position; when these are checked they can then be stuck down.

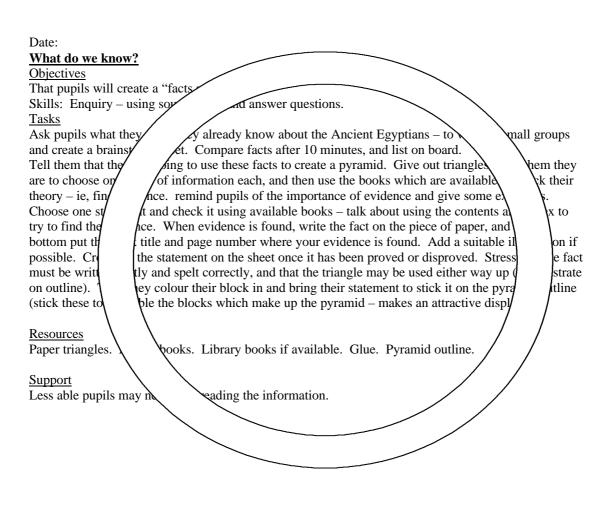
Show OHP of Ancient Egyptian timeline. Discuss, especially amount of time covered. Compare Egyptian and Greek periods. Make the point that the Ancient Egyptians were the longest continuous civilisation.

Pupils can make a timeline on squared paper; if 7mm paper is used then one square = 200 years is an appropriate scale; colour in the Egyptian period.

<u>Resources</u>: OHP, sheets, maps. (See next page for OHP timeline)

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5000	Earliest farming communities.
4800	Larnest farming communities.
4600	
4400	
4200	
4000	Farming communities developed. People lived in
1000	tribes and established villages.
3800	
3600	
3400	
3200	Tribes united under the first Egyptian king, Menes.
3000	
2800	
2600	Djoser; Khufu
2400	Chepren
2200	*
2000	
1800	Senusret III
1600	
1400	Hatshepsut; Amenhotep; Tutankhamun
1200	Rameses II
1000	
800	
600	
400	
200	Alexander the Great
0	Cleopatra
200	
400	:
600	
800	
1000	
1200	Ancient Greece
1400	
1600	Ancient Egypt
1800	Menes Egyptian pharaohs
2000	

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Lesson 3: The Nile.

Objectives

That pupils will understand the importance of the Nile to the Encient Egyptians (knowledge and understanding.)

Tasks

Look back at the map of Egypt. Ask the pupils what they already know about the river Nile. Tell them that today they will find out the importance of the Nile to the people in the region.

Watch Eureka Ancient Egyptians video 1 if available, or other video source eg Landmarks. Talk about the Nile's seasons.

- 1. Flooding. The flood waters arrived by the middle of July. The farmers could not work on their land so they worked for the pharaoh, labouring on the pyramids and temples, or improving the irrigation canals beside the river.
- 2. Preparing land and planting.
- 3. Harvesting.

Pupils draw a circle in their books (use maths templates) and divide this into three, each representing a season of the Egyptian farming year. In each section, they can draw a picture demonstrating the activity, using textbooks for further information if necessary. Round the outside they should write the name of the season.

Support:

Provide less able pupils with a predrawn diagram which they can cut out and fill in. Extension:

Write an explanation of each season. When did each season begin? What jobs were done during each season? What crops were grown?

Resources Support sheets. TV and video and Eureka video.

Lesson 4: Homes

Objectives

That the children will learn about the home life of Ancient Egyptians.

That they will find out about hieroglyphics.

That they will use hieroglyphics to write their own names.

Tasks

Ask pupils if they can think of anywhere in this country where you might see modern hieroglyphics. Explain that hieroglyphics are a sort of sign. Compare with shop signs. Make the link with Ancient Greece work – Egyptians also had a different alphabet, but ours is more closely liked to the Greek system than it is to the Egyptian system.

Give out hieroglyphics sheet – there are a variety available in resource books. Go through the hieroglyphics and see what the children think the pictures are.

Ask them to write their own name in hieroglyphics – they may have to miss out some letters as the Egyptians didn't have all the same sounds that we do. Do this on tea-stained paper, these can be mounted and pupils can try to identify which one belongs to which pupil. Resources

Hieroglyphics sheet. Tea stained paper.