

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.

Support: 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.

Resources: OHP, sheets, maps. (See next page for OHP timeline)

5000
4800
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
0
200
400
600
800
1000
1200
1400
1600
1800
2000

Earliest farming communities.

Farming communities developed. People lived in tribes and established villages.

Tribes united under the first Egyptian king, **Menes**.

Djoser; Khufu

Chepren

Senusret III

Hatshepsut; Amenhotep; Tutankhamun

Rameses II

Alexander the Great

Gleopatra

..... Ancient Greece
..... Ancient Egypt
Menes Egyptian pharaohs

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What do we know?

Objectives

That pupils will create a "facts"

Skills: Enquiry – using sources and answer questions.

Tasks

Ask pupils what they already know about the Ancient Egyptians – to small groups
and create a brainstorm. Compare facts after 10 minutes, and list on board.

Tell them that they are to use these facts to create a pyramid. Give out triangles. Tell them they
are to choose one of information each, and then use the books which are available to check their
theory – ie, find evidence. remind pupils of the importance of evidence and give some examples.

Choose one statement and check it using available books – talk about using the contents pages to

try to find the evidence. When evidence is found, write the fact on the piece of paper, and at the
bottom put the title and page number where your evidence is found. Add a suitable illustration if
possible. Cross the statement on the sheet once it has been proved or disproved. Stress the fact

must be written neatly and spelled correctly, and that the triangle may be used either way up (to illustrate
on outline). They colour their block in and bring their statement to stick it on the pyramid outline

(stick these to the blocks which make up the pyramid – makes an attractive display)

Resources

Paper triangles. Library books. Library books if available. Glue. Pyramid outline.

Support

Less able pupils may need help reading the information.

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Lesson 3: The Nile.

Objectives

That pupils will understand the importance of the Nile to the Ancient 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 linked 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.