



OUR LADY AND  
ST HUBERT'S  
CATHOLIC PRIMARY SCHOOL



History – Egyptians  
Year 5 – Short Term Planning

## History Knowledge Progression

Session 1:	
<b>Learning Objective/s</b>	To understand the Nile's significance in Ancient Egypt
<b>Outcomes</b>	Children examine maps of the Nile and highlight where key features benefitted nascent Egyptian civilisation before writing a reflection demonstrating their understanding of the importance of the Nile.
<b>Key Vocabulary</b>	Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone
<b>Substantive Knowledge - Specifics</b>	Students should learn how the Nile River was crucial to the development of Egyptian civilization, providing a source of irrigation, enabling agriculture, and serving as a critical transportation route. The annual flooding of the Nile deposited rich silt on its banks, allowing Egyptians to grow surplus crops and support a large population.
Lesson Pathway	
<div>Review</div> <div>New Material (Instruction/Explanation)</div> <div>Questioning</div> <div>Modelling</div> <div>Guided/Active Practice</div> <div>Check Responses (Children Explain)</div> <div>Feedback</div> <div>Provide scaffolding/Reteach</div> <div>Independent practice Monitor</div>	<p><b>Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Begin by asking students to recall prior knowledge about rivers in general.</li> <li>Ask guiding questions such as, "What are some reasons rivers are important?" and "Can anyone name a civilization that developed near a river?"</li> <li>Link responses to the idea that many early civilizations formed near rivers, highlighting that today, the focus will be on the Nile River and ancient Egypt.</li> </ul> <p><b>2. New Material (Instruction/Explanation) - (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain how the Nile River played a crucial role in ancient Egypt. Discuss:             <ul style="list-style-type: none"> <li>Irrigation: How the river provided water to grow crops.</li> <li>Agriculture: The annual flooding deposited nutrient-rich silt, allowing Egyptians to grow surplus crops.</li> <li>Transportation: The Nile served as a "superhighway" for trade and movement.</li> </ul> </li> <li>Emphasize how these factors allowed Egypt to develop a stable and prosperous civilization.</li> </ul> <p><b>3. Questioning (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Use questions to check comprehension and encourage deeper thinking, such as:             <ul style="list-style-type: none"> <li>"Why do you think the Nile's flooding was important for farming?"</li> <li>"How might the river have helped Egyptians communicate with one another?"</li> <li>"What might have happened if there had been no Nile River?"</li> </ul> </li> </ul> <p><b>4. Modelling (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Show a map of ancient Egypt with the Nile River clearly marked.</li> <li>Model how the river flowed through Egypt, using simple terms to explain the concept of upstream and downstream, highlighting key areas for irrigation and agriculture.</li> <li>If available, show a short video or animation demonstrating the flooding process and silt deposits.</li> </ul> <p><b>5. Guided/Active Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute worksheets or have students work in pairs to label the Nile and identify key areas of agricultural land.</li> <li>Provide questions to guide their understanding, such as:             <ul style="list-style-type: none"> <li>"What areas near the Nile would be most fertile for growing crops?"</li> <li>"Where would you expect people to live along the river?"</li> </ul> </li> </ul> <p><b>6. Check Responses (Children Explain) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Call on students to explain parts of the map, asking them to describe why certain areas were beneficial for farming or transportation.</li> <li>Encourage them to restate the importance of the Nile in their own words.</li> </ul> <p><b>7. Feedback (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Give positive feedback on responses, clarifying any misunderstandings.</li> <li>Reinforce key ideas about irrigation, the annual flood's benefits, and the river as a transport route.</li> </ul> <p><b>8. Provide Scaffolding/Reteach (if needed) (5 minutes)</b></p> <ul style="list-style-type: none"> <li>For students struggling to understand, use simpler language and re-explain the Nile's role.</li> <li>Show a simplified map or diagram if students need additional visual support.</li> </ul> <p><b>9. Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students draw or label a diagram of the Nile, illustrating how it aided in irrigation, agriculture, and transportation.</li> <li>Alternatively, they could write a short paragraph explaining why the Nile was essential to Egyptian civilization.</li> </ul> <p><b>10. Monitor</b></p>

	<ul style="list-style-type: none"> <li>• <b>Walk around the classroom, offering support and checking for understanding.</b></li> <li>• <b>Provide immediate, individual feedback to guide students as they work independently.</b></li> </ul>
<b>Resources/Weblinks</b>	

Session 2:	
<b>Learning Objective/s</b>	To explore Egyptian hierarchy and roles
<b>Outcomes</b>	Children label pyramid hierarchy and compare to other pre-modern and modern civilisations
<b>Key Vocabulary</b>	Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone
<b>Substantive Knowledge - Specifics</b>	Explore the complex social hierarchy of Ancient Egypt, from the Pharaoh at the top, followed by nobles, priests, scribes, merchants, and artisans, down to farmers and slaves. Understanding the roles and contributions of each social class helps illuminate how Egyptian society functioned.
Lesson Pathway	
<b>Review</b>  <b>New Material (Instruction/Explanation)</b>  <b>Questioning</b>  <b>Modelling</b>  <b>Guided/Active Practice</b>  <b>Check Responses (Children Explain)</b>  <b>Feedback</b>  <b>Provide scaffolding/Reteach</b>  <b>Independent practice Monitor</b>	<ul style="list-style-type: none"> <li>• <b>Begin by asking students what they already know about social structures or hierarchies in general.</b></li> <li>• <b>Ask questions like, “What does it mean if someone is at the ‘top’ of a society?” and “Can you think of roles in a community that might be more important or less important?”</b></li> <li>• <b>Introduce the idea that ancient Egypt had a complex social hierarchy, and today, students will learn who was part of it and their roles.</b></li> </ul> <p><b>2. New Material (Instruction/Explanation) - (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce the pyramid shape as a visual for the social hierarchy, with the Pharaoh at the top.</b></li> <li>• <b>Briefly explain each group:</b> <ul style="list-style-type: none"> <li>○ <b>Pharaoh:</b> The ruler considered a god on Earth.</li> <li>○ <b>Nobles and Priests:</b> Advisors, religious leaders, and guardians of cultural practices.</li> <li>○ <b>Scribes:</b> Record keepers and administrators.</li> <li>○ <b>Merchants and Artisans:</b> Traders and skilled craftsmen.</li> <li>○ <b>Farmers and Slaves:</b> Providers of food and labour.</li> </ul> </li> <li>• <b>Emphasize how each class had specific roles that kept Egyptian society organized and functional.</b></li> </ul> <p><b>3. Questioning (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Ask questions to gauge understanding and prompt thinking:</b> <ul style="list-style-type: none"> <li>○ <b>“Why do you think the Pharaoh was so important?”</b></li> <li>○ <b>“What might happen if scribes didn’t record important information?”</b></li> <li>○ <b>“How do you think farmers and slaves contributed to Egyptian society?”</b></li> </ul> </li> </ul> <p><b>4. Modelling (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Use a visual pyramid diagram, filling in each level as you explain the roles.</b></li> <li>• <b>Consider placing images next to each class to help students associate the class with their roles (e.g., a Pharaoh’s crown, scribe’s writing tools).</b></li> <li>• <b>If possible, show a short video clip or images representing each social class in their respective roles.</b></li> </ul> <p><b>5. Guided/Active Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Have students work in pairs or groups with a blank pyramid worksheet where they can place each social class in order.</b></li> <li>• <b>Provide guiding questions such as:</b> <ul style="list-style-type: none"> <li>○ <b>“Where do you think the Pharaoh would go on the pyramid?”</b></li> <li>○ <b>“Which classes had more or fewer privileges?”</b></li> </ul> </li> </ul> <p><b>6. Check Responses (Children Explain) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Ask each group to explain where they placed each social class and why.</b></li> <li>• <b>Encourage them to describe each class’s role and importance in their own words.</b></li> </ul> <p><b>7. Feedback (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Offer positive reinforcement for correctly placed classes and thoughtful explanations.</b></li> <li>• <b>Clarify any misunderstandings, emphasizing the importance of each group to the whole society.</b></li> </ul> <p><b>8. Provide Scaffolding/Reteach (if needed) (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>For students needing additional help, simplify the hierarchy into broader categories (upper, middle, lower) to make it easier to understand.</b></li> <li>• <b>Show an additional visual or mnemonic to help remember each group.</b></li> </ul> <p><b>9. Independent Practice (10 minutes)</b></p>

	<ul style="list-style-type: none"> <li>Have students create their own Egyptian social pyramid on paper, with each level illustrated or described.</li> <li>Alternatively, they could write a short description of why each social class was important to Egypt's functioning.</li> </ul> <p><b>10. Monitor</b></p> <ul style="list-style-type: none"> <li>Circulate to observe students' work, checking for comprehension and offering guidance as needed.</li> <li>Provide individual feedback and ensure students are on track with correct placements and explanations.</li> </ul>
<b>Resources/Weblinks</b>	

Session 3:	
<b>Learning Objective/s</b>	To investigate religious beliefs of the Egyptians
<b>Outcomes</b>	Children match the Egyptian god to their domain (death, fertility etc) and then compare these beliefs to modern religious beliefs.
<b>Key Vocabulary</b>	Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone
<b>Substantive Knowledge - Specifics</b>	Students should examine the rich pantheon of gods worshipped by the Egyptians, the concept of the afterlife, and the rituals surrounding death and burial, including the importance of mummification and the construction of pyramids and tombs.
Lesson Pathway	
<p><b>Review</b></p> <p><b>New Material (Instruction/Explanation)</b></p> <p><b>Questioning</b></p> <p><b>Modelling</b></p> <p><b>Guided/Active Practice</b></p> <p><b>Check Responses (Children Explain)</b></p> <p><b>Feedback</b></p> <p><b>Provide scaffolding/Reteach</b></p> <p><b>Independent practice Monitor</b></p>	<p><b>Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Begin by asking students what they know about gods or beliefs in different cultures.</li> <li>Ask questions like, "Why do you think people create gods?" or "Have you heard about the afterlife before?"</li> <li>Link responses to the day's topic, explaining that Egyptians had a deep belief in gods, an afterlife, and specific rituals for the dead.</li> </ul> <p><b>2. New Material (Instruction/Explanation) - (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Egyptian Pantheon:</b> Introduce a few major gods (e.g., Ra, Osiris, Isis, Anubis) and their roles (e.g., Ra as the sun god, Anubis as the god of mummification).</li> <li><b>The Afterlife:</b> Explain the Egyptian belief that life continues after death, requiring careful preparation of the body and soul.</li> <li><b>Burial Rituals:</b> Describe key practices like mummification to preserve the body, tombs filled with possessions, and the construction of pyramids as grand burial sites.</li> <li>Emphasize that these beliefs and practices were central to Egyptian culture and reflected their views on life and death.</li> </ul> <p><b>3. Questioning (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Use questions to gauge comprehension and encourage deeper thinking, such as: <ul style="list-style-type: none"> <li>"Why do you think Egyptians believed in an afterlife?"</li> <li>"What purpose do you think mummification served in their belief system?"</li> <li>"How might pyramids show the importance Egyptians placed on the afterlife?"</li> </ul> </li> </ul> <p><b>4. Modelling (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Show images or drawings of the Egyptian gods, highlighting symbols or animal features associated with each god.</li> <li>Use a visual sequence or diagram to explain the mummification process.</li> <li>If possible, show a video or animation of a pyramid's construction or a burial ritual to give students a clearer picture.</li> </ul>

	<p><b>5. Guided/Active Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Provide students with a worksheet featuring images or symbols of the main gods, with space to match them with descriptions.</li> <li>• Alternatively, have them work in pairs to organize a step-by-step process of mummification or a simple drawing of a pyramid tomb layout, labeling key areas.</li> </ul> <p><b>6. Check Responses (Children Explain) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to explain the gods they matched or the steps they identified in mummification.</li> <li>• Encourage them to describe, in their own words, why Egyptians believed these practices were essential for the afterlife.</li> </ul> <p><b>7. Feedback (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Provide feedback on correct matches or steps, and offer further explanations where needed.</li> <li>• Reinforce the connections between the gods' roles, beliefs about the afterlife, and the rituals Egyptians performed.</li> </ul> <p><b>8. Provide Scaffolding/Reteach (if needed) (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• For students who need extra support, simplify explanations by focusing on a few main gods or using a straightforward diagram for the mummification process.</li> <li>• Use additional visuals or simplified language to re-explain complex ideas.</li> </ul> <p><b>9. Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students choose one god and create a "fact card" with a drawing or symbol, the god's name, and a brief description of their role.</li> <li>• Alternatively, they could write a short paragraph on why mummification and the pyramids were essential for Egyptians' beliefs in the afterlife.</li> </ul> <p><b>10. Monitor</b></p> <ul style="list-style-type: none"> <li>• Walk around the classroom, observing students' work, providing guidance, and ensuring they understand the gods' roles and the importance of burial practices.</li> <li>• Offer individual feedback to help students stay on track and clarify any remaining questions.</li> </ul>
<b>Resources/Weblinks</b>	

Session 4:	
<b>Learning Objective/s</b>	To learn about the achievements of the Egyptian civilizations
<b>Outcomes</b>	Children read sources on early astronomy and mathematics then explore examples of early Egyptian dentistry before reflecting on the common misconception that 'if we have more technology we are more intelligent' and its inverse.
<b>Key Vocabulary</b>	Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone
<b>Substantive Knowledge - Specifics</b>	Understand the major achievements of Ancient Egypt in architecture, astronomy, mathematics, and medicine. Key highlights include the construction of the pyramids, development of the solar calendar, and early medical practices.
<b>Lesson Pathway</b>	

<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p><b>Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Start by asking students what they know about achievements or inventions in history.</li> <li>Questions could include: “What is an achievement or invention?” and “Can you think of any historical structures or medical advancements we still know about today?”</li> <li>Introduce the concept that ancient Egyptians were innovators in various fields, leaving behind a lasting legacy.</li> </ul> <p><b>2. New Material (Instruction/Explanation) - (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Architecture:</b> Explain the significance of the pyramids, focusing on the precision, labour, and resources needed to construct these monumental structures.</li> <li><b>Astronomy:</b> Describe how Egyptians developed a solar calendar based on the movement of the sun, which helped them manage agriculture and religious festivals.</li> <li><b>Mathematics:</b> Introduce Egyptian contributions to mathematics, such as using basic geometry in pyramid construction and measurement systems for land and buildings.</li> <li><b>Medicine:</b> Discuss early medical practices, including the Egyptians’ understanding of anatomy, surgical techniques, and medicinal herbs, which laid the foundation for future medical knowledge.</li> <li>Emphasize how each achievement reflects Egyptian skills and knowledge in science and technology.</li> </ul> <p><b>3. Questioning (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Pose questions to check understanding and promote critical thinking: <ul style="list-style-type: none"> <li>“Why do you think the Egyptians wanted to build such large pyramids?”</li> <li>“How might a solar calendar have helped Egyptians plan for the year?”</li> <li>“What challenges do you think Egyptians faced in early medicine?”</li> </ul> </li> </ul> <p><b>4. Modelling (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Show images or diagrams of the pyramids, pointing out features like their shape and alignment.</li> <li>Use a visual to show the concept of a solar calendar, with symbols representing months or seasons.</li> <li>If possible, show ancient Egyptian mathematical notations or examples of simple medical tools used in early practices.</li> </ul> <p><b>5. Guided/Active Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute a worksheet where students match achievements (like the pyramid construction or the solar calendar) to descriptions of how they benefited Egyptian society.</li> <li>Alternatively, have students work in pairs to design their own “solar calendar” on paper, deciding on symbols to represent months or seasons.</li> </ul> <p><b>6. Check Responses (Children Explain) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to explain why they matched certain achievements to specific benefits or why they chose particular symbols for their solar calendars.</li> <li>Encourage them to restate what they learned in their own words to solidify understanding.</li> </ul> <p><b>7. Feedback (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Offer positive feedback for accurate answers, clarifying any misunderstandings.</li> <li>Reinforce connections between achievements and their impact on Egyptian society, such as how the solar calendar helped with agriculture or how mathematics aided in building.</li> </ul> <p><b>8. Provide Scaffolding/Reteach (if needed) (5 minutes)</b></p> <ul style="list-style-type: none"> <li>For students needing additional support, simplify explanations of complex achievements like the solar calendar.</li> <li>Offer additional visuals or hands-on examples, such as simplified pyramid models or a step-by-step breakdown of Egyptian measurement systems.</li> </ul> <p><b>9. Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students choose one achievement and illustrate or write a brief description of how it helped Egyptian society (e.g., drawing a pyramid or creating a simple calendar).</li> <li>Alternatively, they could write a short paragraph explaining why they think a particular achievement was important.</li> </ul> <p><b>10. Monitor</b></p> <ul style="list-style-type: none"> <li>Walk around the classroom, observing students’ work and offering individual feedback.</li> <li>Check for understanding, ensuring students can articulate how each achievement was beneficial to the Egyptians.</li> </ul>
<p>Resources/Weblinks</p>	

Session 5:	
Learning Objective/s	To examine the process of mummification

<b>Outcomes</b>	Children mummify each other to explore how the process worked Children complete a quiz to check understanding
<b>Key Vocabulary</b>	Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone
<b>Substantive Knowledge - Specifics</b>	Delve into the mummification process, including the purpose, techniques, and spiritual beliefs associated with preserving bodies for the afterlife. Students should understand the materials used, such as natron, resins, and linens, and the ritual significance of each step.
<b>Lesson Pathway</b>	
<b>Review</b>  <b>New Material (Instruction/Explanation)</b>  <b>Questioning</b>  <b>Modelling</b>  <b>Guided/Active Practice</b>  <b>Check Responses (Children Explain)</b>  <b>Feedback</b>  <b>Provide scaffolding/Reteach</b>  <b>Independent practice Monitor</b>	<b>Review (5 minutes)</b> <ul style="list-style-type: none"> <li>Begin by asking students if they know what mummification is or if they've heard of mummies.</li> <li>Ask guiding questions such as, "Why do you think people might want to preserve a body after death?" and "What do you think makes mummification special?"</li> <li>Introduce the day's topic by explaining that mummification was a detailed process with great spiritual significance for the ancient Egyptians.</li> </ul> <b>2. New Material (Instruction/Explanation) - (10 minutes)</b> <ul style="list-style-type: none"> <li><b>Purpose:</b> Explain that Egyptians believed in an afterlife, and they mummified bodies to preserve them for the soul's journey after death.</li> <li><b>Techniques and Steps:</b> <ul style="list-style-type: none"> <li>Removing organs to prevent decay, placing them in canopic jars.</li> <li>Dehydrating the body using natron, a natural salt.</li> <li>Wrapping the body in layers of linen with resin to seal it.</li> </ul> </li> <li><b>Materials Used:</b> Describe the importance of natron, resins, linens, and canopic jars.</li> <li><b>Spiritual Beliefs:</b> Discuss the significance of each step, such as the belief that the body must remain intact for the soul to recognize it in the afterlife.</li> </ul> <b>3. Questioning (5 minutes)</b> <ul style="list-style-type: none"> <li>Use questions to check understanding and deepen thinking: <ul style="list-style-type: none"> <li>"Why do you think the Egyptians wanted to preserve bodies so carefully?"</li> <li>"What would happen if the body decayed, according to their beliefs?"</li> <li>"Why do you think they used natron instead of other materials?"</li> </ul> </li> </ul> <b>4. Modelling (5 minutes)</b> <ul style="list-style-type: none"> <li>Show images or a video demonstrating the mummification process.</li> <li>Use a visual diagram to outline each step in sequence, labelling materials like natron and linens.</li> <li>If possible, show a model of a canopic jar, explaining the significance of the organs stored inside.</li> </ul> <b>5. Guided/Active Practice (10 minutes)</b> <ul style="list-style-type: none"> <li>Provide a worksheet with each step of mummification listed out of order, asking students to arrange them in the correct sequence.</li> <li>Alternatively, have students work in pairs to match each material (natron, resins, linens) to its purpose in the mummification process.</li> </ul> <b>6. Check Responses (Children Explain) (10 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to explain why they placed each step in a particular order or the purpose of each material in the process.</li> <li>Encourage them to use their own words to describe the ritual's importance and beliefs associated with mummification.</li> </ul> <b>7. Feedback (5 minutes)</b> <ul style="list-style-type: none"> <li>Offer positive feedback for correct answers, clarify any misunderstandings, and reinforce the connections between materials, techniques, and spiritual beliefs.</li> </ul> <b>8. Provide Scaffolding/Reteach (if needed) (5 minutes)</b> <ul style="list-style-type: none"> <li>For students needing additional support, simplify explanations of complex steps or use additional visuals.</li> <li>Show simple diagrams of each step again, explaining in very basic terms to reinforce understanding.</li> </ul> <b>9. Independent Practice (10 minutes)</b> <ul style="list-style-type: none"> <li>Have students illustrate a simplified mummification sequence, labelling key materials (e.g., natron, linen).</li> <li>Alternatively, they could write a short paragraph explaining why each step was important to the Egyptians.</li> </ul> <b>10. Monitor</b>

	<ul style="list-style-type: none"> <li>• <b>Walk around the classroom, observing students' work and providing guidance as needed.</b></li> <li>• <b>Offer individual feedback and ensure students understand the purpose and process of mummification.</b></li> </ul>
<b>Resources/Weblinks</b>	

Session 6:	
<b>Learning Objective/s</b>	To understand the impact of Ancient Egypt on British society
<b>Outcomes</b>	Children examine the Rosetta stone and analyse its importance as an artifact for spreading 'Egyptomania'
<b>Key Vocabulary</b>	Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone
<b>Substantive Knowledge - Specifics</b>	Investigate how the discovery of Ancient Egypt influenced British architecture, literature, and the public imagination during the 19th century, particularly after the translation of the Rosetta Stone and subsequent Egyptomania.
Lesson Pathway	
Review  New Material (Instruction/Explanation)  Questioning  Modelling  Guided/Active Practice  Check Responses (Children Explain)  Feedback  Provide scaffolding/Reteach  Independent practice Monitor	<b>1. Review (5 minutes)</b> <ul style="list-style-type: none"> <li>• <b>Begin by asking students if they know any symbols, objects, or structures from Ancient Egypt (e.g., pyramids, sphinxes, or hieroglyphics).</b></li> <li>• <b>Ask questions like, "Why might people be interested in the past?" and "How do ancient cultures influence our lives today?"</b></li> <li>• <b>Introduce the concept of Egyptomania, the fascination with Ancient Egypt, which swept through Britain in the 19th century.</b></li> </ul> <b>2. New Material (Instruction/Explanation) - (10 minutes)</b> <ul style="list-style-type: none"> <li>• <b>The Rosetta Stone: Explain the discovery of the Rosetta Stone and its translation, which unlocked the ability to read hieroglyphics, sparking widespread interest in Egyptian history.</b></li> <li>• <b>Architecture: Describe how Egyptian motifs, such as obelisks, columns, and sphinxes, were incorporated into British buildings and public spaces.</b></li> <li>• <b>Literature: Discuss how British authors and poets began incorporating Egyptian themes, symbols, and references into their work.</b></li> <li>• <b>Public Fascination (Egyptomania): Explain how Egyptian discoveries influenced fashion, interior design, and public exhibitions, creating a trend in Britain for all things Egyptian.</b></li> </ul> <b>3. Questioning (5 minutes)</b> <ul style="list-style-type: none"> <li>• <b>Pose questions to engage students' curiosity and check understanding:</b> <ul style="list-style-type: none"> <li>○ <b>"Why do you think people were so fascinated by Ancient Egypt in the 19th century?"</b></li> <li>○ <b>"How might translating the Rosetta Stone make people more interested in Egypt?"</b></li> <li>○ <b>"Why do you think architects used Egyptian designs in their buildings?"</b></li> </ul> </li> </ul>

	<p><b>4. Modelling (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show examples of 19th-century British buildings with Egyptian designs, such as obelisks or Egyptian-style facades.</li> <li>• If possible, show excerpts from 19th-century literature or illustrations inspired by Egyptian themes.</li> <li>• Use images to illustrate key symbols, like the Rosetta Stone, and its significance in understanding Egyptian hieroglyphics.</li> </ul> <p><b>5. Guided/Active Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Provide students with a matching activity where they pair images of 19th-century British architecture or literature with their Egyptian-inspired elements.</li> <li>• Alternatively, students could work in pairs to identify common Egyptian symbols (like sphinxes and obelisks) used in British buildings or design items.</li> </ul> <p><b>6. Check Responses (Children Explain) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to explain their choices in the matching activity or why they believe certain Egyptian elements became popular in British culture.</li> <li>• Encourage students to articulate how the discovery of the Rosetta Stone and Egyptomania impacted British creativity and public interest.</li> </ul> <p><b>7. Feedback (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Offer positive reinforcement for accurate explanations, clarifying any misunderstandings.</li> <li>• Reinforce the connections between British fascination with Egypt and how it showed up in everyday culture, architecture, and literature.</li> </ul> <p><b>8. Provide Scaffolding/Reteach (if needed) (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• For students needing extra support, simplify explanations and focus on a few key elements like obelisks or the Rosetta Stone.</li> <li>• Use additional visuals to reinforce understanding and re-explain how Egyptian symbols found their way into British life.</li> </ul> <p><b>9. Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students draw or design a British building or object featuring Egyptian-inspired details, such as a sphinx or hieroglyphics.</li> <li>• Alternatively, they could write a short paragraph explaining why they think British people were so interested in Egyptian culture during the 19th century.</li> </ul> <p><b>10. Monitor</b></p> <ul style="list-style-type: none"> <li>• Circulate the classroom, observing students' work and providing guidance as needed.</li> <li>• Offer individual feedback and check for understanding, ensuring students grasp how Egyptomania influenced 19th-century British culture.</li> </ul>
<b>Resources/Weblinks</b>	