



We are Explorers – Ancient Egyptians

Class: Years 3 and 4 Teacher: Miss Ellis/Mrs Turner Term and Year: 2026
Autumn

PRIMARY PROVOCATION

(encouraging children to think deeply, ask questions, debate, have opinions and develop spiritually)

'I think at that moment we did not even want to break the seal, for a feeling of intrusion had descended heavily upon us.... we felt that we were in the presence of the dead King and must do him reverence' Howard Carter

Should Howard Carter, a famous archaeologist, have excavated this tomb?

The archaeology of Ancient World discoveries have given archaeologists volumes of information about Ancient History. In particular, the tombs that they have uncovered has given the world valuable insight into the past. The human remains have told us how they lived and died; the tomb goods hint at the funerary rituals they practiced, the kind of afterlife they expected and their relative wealth; the tombs themselves told us about construction technology; and the inscriptions on the tombs informed us of their names, value systems, gods and goddesses and their everyday lives. Without these excavations, the world would not have learnt as much as they have about the past. However, archaeologists struggle with an ethical dilemma – is it right to disturb a place of rest? In this project, the children will learn about Ancient Egypt through the discovery of King Tutankhamun and debate whether tombs should have ever been or still should be excavated?

The children will explore this quote and come up with a range of questions that will structure the sequence of the project.

The children will link the Mini- We are Scientists topic of 'Changes in State' to this project when learning about rivers.

THE ROOTS OF TEACHING FOR LEARNING

These are the prerequisites of Teaching for Learning

KOINONIA

POSITIVITY

PERSEVERANCE

RESPECT

COMPASSION

INDEPENDENCE

constant feedback from all adults
sustained shared thinking between adults and children, between children
continuous questioning and hypothesising
high expectations for all
valuing every person and every contribution
learning from mistakes
recognising and celebrating achievements
willingness to be brave

Teaching for Learning is rooted in our values. In WE ARE EXPLORERS we are focusing on the following values.

Koinonia and Perseverance

The Ancient Egyptians were the longest surviving civilisation and within their roles, they worked together to build many temples, pyramids and tombs. Particularly, when they were working together to build a pyramid for the Pharaoh to help secure a good afterlife. Archaeologists also had to work together to piece the clues together. They had to show lots of perseverance throughout this process.

Respect

The Ancient Egyptians respected their Gods and Goddesses and their life was about preparing themselves for what was to come in the Afterlife. The tombs were built out of a sign of respect to their pharaoh. The question of respecting their beliefs and their remains is an important one to discuss when deciding whether to excavate or not.

THE TRUNK OF TEACHING FOR LEARNING

Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
<u>Geography Knowledge</u> Investigate places Name and locate the main country of the project, its continent and identify their main physical and human characteristics; , including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and the water cycle. Name and locate the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and date time zones. Investigate Patterns Describe the characteristics of some of these geographical areas. Describe geographical similarities and differences between countries. Geography Vocabulary cities, Europe, Africa, Asia, Oceania, North and South America, environment, similarities, differences, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn,	The knowledge and vocabulary needed for the children to undertake this project will be shared with the children through powerpoint presentations, knowledge organisers, artefacts, photographs, books and through the use of the internet. The teacher will provide an overview timeline of the project so the children can see a purpose to their learning. The teacher will make the learning meaningful throughout. This will include: • Where is the tomb? (Study of Egypt – Modern and Ancient – including the River Nile) • When were people buried in these tombs? (Look at the timeline history of the Ancient Egyptians) • Why were these people buried in tombs – were they religious? (Focus on teaching about Gods and Goddesses) • Who was buried in these tombs? (Study of the famous pharaohs and where they were buried; including the pyramids. Also examine the social hierarchy in Ancient Egyptian times.) • Who was Howard Carter and what did he find? What is an Archaeologist? (Investigate the job of an archaeologist and introduce Howard Carter) • What did Howard Carter find in the tomb? (King Tutankhamun, Hieroglyphics, artefacts, wall paintings and mummification/afterlife.) • Should Howard Carter have excavated the tomb? (Reasons for and against excavation) The teacher will give five key facts of learning for both Geography and History during this topic that the children will learn off by heart. The teacher will begin each lesson with a short review of previous learning and introduce new vocabulary. The teacher will make connections to previous learning.	The children will: Actively listen in class Be ready to learn, prepared, organised and committed and engaged to learn and progress. To independently apply and push themselves to learn new skills and concepts. Recall and re-activate learning by rephrasing, summarising, creating knowledge maps/prompts and revisiting their previous learning. Engage collaboratively in shared discussion, asking questions to further their understanding and debate as a whole class and in smaller groupings Share ideas, pose questions and sketch, draft, critique and give constructive feedback and improve individually, in small groups and collectively Use scaffolds, templates and exemplars Share understanding and definitions of vocabulary and using and applying vocabulary accurately

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Arctic and Antarctic circles, settlements, land use, river, Source, mouth, tributaries, irrigation <u>History Knowledge</u> Knowledge and understanding of events, people and changes in the past. • Use evidence to describe what was important to people from the past. • Use evidence to show how the lives of rich and poor people from the past differed. • Describe similarities and differences between people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today Chronological understanding • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates on a timeline. • Describe the main changes in a period in history <u>History Vocabulary</u> dates, AD, BC, time period, era, change, chronology. Canopic jar, cartouche, hieroglyphics, mummy/mummification, sarcophagus, scarab, tomb, papyrus, pyramids, afterlife, pharaoh, gods/goddesses	The teacher will use small steps to introduce new concepts and skills. The teacher will be precise about knowledge goals and have clear shared expectations. The teacher will ask a large number of questions; share knowledge, checked for shared understanding and re-checking the responses of all children; ask children to explain key concepts and values; provide feedback; scaffold by modelling questions and thoughts and asking for shared refinements in explanations. The teacher will revisit and re-activate learning continually to ensure fluency in essential knowledge and vocabulary, thereby enabling pupils to progress to blossom (analysis) and flourish (creative synthesis). The teacher will enable pupils to work and learn collectively in different groupings. The teacher will use the 'Be an Ace Explorer 5 A's' to make sure children are aware of the skills needed in Geography and History. The teacher will use the whole school timeline to make connections between previous time periods taught.	Use technology to research and record ideas/learning Use a wide range of primary and secondary historical and geographical sources and resources Make informed comparisons within the period studied and between different historical contexts Develop their map and atlas work skills including gaining knowledge about the physical geography of a place and its settlements through being able to read maps and interpret map symbols accurately Use the 5A's Geography and History Skills (Be an Ace Explorer) – Ask, Acquire, Assemble, Analyse and Answer. Use the timeline to make links between other time periods learnt.
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GROWING

The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills.

Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
<u>Where is the tomb? Part 1 (Study of where Egypt is in the world)</u> ASK, ACQUIRE and ANSWER Investigate places Name and locate the main country of the project, its continent and identify their main physical and human characteristics; , including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of physical geography, including climate zones, <i>biomes</i> and vegetation belts, rivers and the water cycle. Name and locate the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and date time zones. Investigate Patterns Describe the characteristics of some of these geographical areas. Describe geographical similarities and differences between countries. Communicate Geographically	On a map locate the continents of the world and the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles. Look at where England is in relation to these geographical features. Discuss with the children where this tomb/archaeologist may be in the world – do they know of any ancient civilisations? Explain that this archaeologist was working on Archaeological digs in Egypt to learn about Ancient Egypt. Facilitate a mini quiz about the location of Egypt and in comparison, with England e.g. e.g. If the capital city of England is London, what is the capital city of Egypt? Cover objectives: - Continent	Through guided practice, identify these geographical features on a map. Children to speculate where this tomb may be in the world? Do we still bury people in tombs now? Suggest factual questions that they would like to find out about Modern Day Egypt i.e. geographical statistics. Answer a mini quiz about Modern day Egypt. Compare with statistics about England. Then repeat the quiz using atlases/maps to find the answers to the questions.

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Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location. Listen and Look Question	- Bordering countries and seas - Capital city - Area of land – square metres - Population - Physical geographical areas – Nile Valley and delta, Western Desert, Eastern Desert and Sinai Peninsula. - Date time zone in relation to England - Highest and lowest temperature - Location of main towns (i.e. either side of River Nile) - Land use - Religion - Currency Compare and contrast with facts and figures linked to England e.g. If the capital city of England is London, what is the capital city of Egypt? Get the children to do it without any resources and then use atlases to find the answers to the questions. When marking it use a Powerpoint to teach the objectives.	Work with the teacher to self-mark the answers.
<u>Where is the tomb? Part 2 (Study of the location of the River Nile)</u> ASK, ACQUIRE and ANSWER Investigate places Name and locate the main country of the project, its continent and identify their main physical and human characteristics; , including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of physical geography, including climate zones, <i>biomes</i> and vegetation belts, rivers and the water cycle. Investigate Patterns Describe the characteristics of some of these geographical areas. Communicate Geographically Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location.	Using atlases show the location of the world's longest rivers and the continent location of them – Nile River, Amazon river, Yangtze River, Mississippi River. Using atlases, look at the location of the River Nile. Examine the source and mouth of the river and the countries that it runs through. Watch video clips of the journey of the River Nile https://www.bbc.co.uk/programmes/p0115mc4 https://www.bbc.co.uk/programmes/p011520n https://www.bbc.co.uk/programmes/p0114s2s BBC Iplayer – Greatest rivers – River Nile Link to Mini We are Scientists topic on the water cycle.	Use the atlases to locate the River Nile and to identify the names of the countries which it runs through and where the source and the mouth of the river is. Follow the journey of the River Nile on a map of Africa.

<u>When were people buried in these tombs? (Look at the timeline history of the Ancient Egyptians)</u> ASK, ACQUIRE And ANSWER Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Listen and Look Picture Explain	What do we mean by the term history – the study of past events. Determine the difference between modern (from the middle ages) and ancient (before the middle ages). Use the class timeline to determine periods of history they have already learnt about and approximately how many years ago they were. Using a timeline explain when the Ancient Egyptians were around and how long ago this was in relation to present day. Discuss the significant developments during different time periods in Ancient Egyptian times e.g. Upper and Lower Egypt; significant Pharaohs that ruled; significant building of Pyramids, temples and Valley of the Kings; Roman Egypt times etc. https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/egyptian-timeline/ Explore the interactive map and videos about the different time periods https://egyptianmuseum.org/interactive-map https://www.eduplace.com/kids/socsci/ca/books/bkf3/jmaps/AC_05_143_egypt/AC_05_143_egypt.html Invite a guest speaker to talk about their holiday and the places he went to visit.	Travel back on the time machine to Ancient Egyptian times to experience how long ago it was. Refer to the class timeline. Watch and note take significant events/buildings from each time period. Record on prepared sheet.
<u>Why were these people buried in tombs – were they religious? (Focus on teaching about Gods and Goddesses)</u> ASK, ACQUIRE, ANALYSE and ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Listen and Look Picture Explain	Facilitate a discussion about the statues that they saw in the temples and on the paintings in the tombs. Who do they think they are and why are they important? Teach the children about the different Gods and goddesses (deities) that they worshipped and for what reasons. https://www.bing.com/videos/search?q=ancient+egyptian+gods+and+goddesses+video+kids+bbc&view=detail&mid=3BD80FB7F847B692D4153BD80FB7F847B692D415&FORM=VRDGAR Read 'Orchard Book of Stories from Ancient Egypt' to the children each day. As you read these myths, use VIPERS to ask question about the text.	Make predictions of who the statues and people in the paintings might be and why they might be important to the Ancient Egyptians. Use the internet to explore the different Gods and Goddesses and why they were important to the Ancient Egyptians – Link to ICT skills https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/ancient-egyptian-gods/ http://www.ancientegypt.co.uk/gods/explore/main.html http://www.nemo.nu/ibisportal/0egyptintro/1egypt/index.htm http://www.primaryhomeworkhelp.co.uk/egypt/gods.htm Share their knowledge with each other. Listen to the story and answer questions linked to the text.

<u>Who was buried in these tombs? (Study of the famous pharaohs and where they were buried; including the pyramids. Also examine the social hierarchy in Ancient Egyptian times.)</u> ASK, ACQUIRE, ASSEMBLE and ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Listen and Look Picture Explain	Teach the children about where the Egyptians were buried i.e. from deserts, step pyramid, pyramids to tombs in hillsides (Valley of Kings and Queens). Discuss why tombs were built for Pharaohs and the importance of the Pharaoh (he/she was seen as a God on Earth) and the tomb. Examine the social hierarchy – Pharaoh - Government officials – soldiers – scribes – Merchants – Craftsmen – Peasants – Slaves. Explain how they would have been involved in the building of the tombs. Explore the Giza Pyramid Panorama and ask probing questions https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/giza-pyramid-panorama/ Watch the 'Building of the Pyramids' Bitesize videos and ask probing questions for them to focus on whilst watching it. https://www.bbc.co.uk/bitesize/clips/z849wmn Demonstrate how to make a 3D Pyramid (link to Numeracy) and share interesting facts about the building of pyramids to add to pyramid. https://list25.com/25-fascinating-facts-about-egyptian-pyramids/ Link this work to Whizz Pop Bang Science experiment – Pyramid Physics as a stand alone lesson.	Look at photographs of the pyramids and suggest what archaeologists must have thought when they saw these for the first time. Explore the insides of a pyramid virtually. https://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html Piece together and label a Social Hierarchy pyramid. Use the internet to find out interesting facts about the pyramids. Make a factual 3D pyramid to show learning
<u>Who was Howard Carter and what did he find? What is an Archaeologist? (Investigate the job of an archaeologist and introduce Howard Carter)</u> ASK and ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Historical enquiry Ask questions and find answers about the past. Listen and Look Question	Explain the reason why we know so much about Ancient Egyptians i.e. the amount of evidence that has been left behind and the work that has been carried out by Egyptologists, Archaeologists and Historians. Explain that Howard Carter and Lord Carnarvon were archaeologists and tell the children the brief history of Howard Carter and https://kids.kiddle.co/Howard_Carter Explain to the children through the use of PowerPoint and videos of what an archaeologist does and the importance of their role in history. https://www.bbc.co.uk/teach/class-clips-video/archaeologist/zmqg92p Look at the term 'prehistory' i.e. period of history before things were written down. Look at the remains of our	The children will ask questions about Howard Carter that they wish to find out answers to.

	rubbish bin – what does it tell people about our class and what we have done today. What doesn't it tell us?	
<u>What did Howard Carter find in the tomb? Part 1 (King Tutankhamun and Artefacts)</u> ASK, ACQUIRE, ANALYSE and ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Historical interpretation (of King Tut's death) • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. Listen and Look Explain Question	Show a range of photographs linked to Howard Carter and discuss how they are linked and what he might have found. Explain that he found a tomb of a Pharaoh called King Tutankhamun that was filled with thousands of treasures.	Get the children to ask questions about these photographs and King Tut. Watch the videos, look at photographs and read texts about King Tut to answer these questions to learn more about King Tutankhamun. Find out about the different ways the archaeologists think Tutankhamun may have died.
<u>What did Howard Carter find in the tomb? Part 2 (Hieroglyphics and wall paintings)</u> ASK, ACQUIRE AND ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Describe how some of the things studied from the past affect/influence life today Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	Examine the tombs hieroglyphics and wall paintings. What do they say? How do we know what these say? Learn about the use of hieroglyphics to communicate and the importance of the Rosetta Stone.	The children meet a local Scribe and ask him questions about his job and hieroglyphics. The children are recalling facts that they have learnt through note taking.

Ask questions and find answers about the past. Listen and Look Explain Question		
What did Howard Carter find in this tomb? Part 3 (Examine the process of mummification and the importance of the Afterlife.) ASK, ACQUIRE AND ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Listen and Look Picture Explain	Model the mummification process of a baby doll. As the teacher is modelling this process, s/he will share knowledge about the mummification process. The children will make notes about the important stages of this process. Examine the Painting from the Book of Dead to find out what happens to the Ancient Egyptians on the way to the After Life. Link this work to Whizz Pop Bang Science experiment – Mummifying a tomato as a stand alone lesson.	The children are recalling facts that they have learnt about the process through note taking. They ask questions about the Scroll and speculate what the different parts of it might mean.
<u>Should Howard Carter have excavated the tomb? (Reasons for and against excavation)</u> ASK, ACQUIRE, ANSWER Knowledge and understanding of events, people and changes in the past. • Describe how some of the things studied from the past affect/influence life today Historical enquiry • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts,	With the children make a list of why people excavate tombs (e.g opportunity to learn about the past and our history;, finding evidence to eliminate parasitical infestation bilharzia) and why some people feel we shouldn't have and should no longer be excavating tombs (e.g. curses; out of respect for the dead; introduction of Surface Survey techniques; expensive; destructive; already have lots of artefacts; use of non-evasive approaches to survey underground. Focus in on the element of a curse and look at the things that happened after the tomb of Tutankhamun was excavated.	Make a list of reasons for and against.

historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Ask questions and find answers about the past. Historical interpretation • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. Listen and Look Explain		
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BLOSSOMING

The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them.

Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
	variation of learning strengthening connections exploring misconceptions hypothesising setting challenges	independent learning grappling experimentation problem solving application making links between learning supported reasoning
Throughout this project the children have their own timeline in their book that they add to throughout the sessions to demonstrate what they have learnt. They will use the whole class wall timeline to make connections between time periods.		
Throughout this project children will be expected to use the 5A's (Geography and History skills – Be an Ace Explorer) to find out about Present Day Egypt and Ancient Egyptian times.		
Part 1 - Where is the tomb? (Study of where Egypt is in the world) <u>ASSEMBLE, ANALYSE and ANSWER</u> Investigate places Name and locate the main country of the project, its continent and identify their main physical and human characteristics; , including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles and date time zones. Investigate Patterns Describe the characteristics of some of these geographical areas. Describe geographical similarities and differences between countries. Communicate Geographically Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.	Challenge the children from the knowledge learnt about where Egypt is to label their own map of the world. Give them questions to answer and these answers will be labelled on the map. If need support – give them key words to help answer the questions. From the quiz, through questioning, draw out similarities and differences between England and Egypt.	Label a prepared map of the world with continents, oceans and seas, Lines of latitude, hemisphere, London, Cairo, England and Egypt. Use the atlases to assist. Label a map of Egypt with relevant geographical features. Make comparisons (similarities and differences) between the location of England and Egypt through supported statements and questions.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location. Explain		
<u>Part 2 - Where is the tomb? (Study of the location of the River Nile)</u> ASSEMBLE, ANALYSE and ANSWER Investigate places Name and locate the main country of the project, its continent and identify their main physical and human characteristics; , including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Investigate Patterns Describe the characteristics of some of these geographical areas. Describe geographical similarities and differences between countries. Communicate Geographically Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location. Listen and Look Picture Explain	Challenge the children to explain the journey of the River Nile and to add the information to their own map. Give them a list of words that they should use in their explanation to be successful.	Listen to the videos and then explain to their partner the journey of the River Nile. Give them key words to use in their explanation. Add the River Nile onto both of their maps and add the names of the other countries that it passes through – identifying the source, tributaries and mouth of river.
<u>When were people buried in these tombs? (Look at the timeline history of the Ancient Egyptians)</u> ASSEMBLE and ANSWER Knowledge and understanding of events, people and changes in the past. Describe how some of the things studied from the past affect/influence life today Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Support by giving the different time periods for each piece of tracing paper to add to their Egyptian map. Challenge the children to produce a holiday brochure that brings together their knowledge from the past three lessons i.e. places to visit in Modern Egypt and elements of Ancient Egyptian to visit.	Use a tracing paper map to show the different buildings that were added in the different time periods. Attach over the top of their Egyptian map. Make a holiday brochure persuading people to go to Egypt on holiday – showing knowledge of both modern and ancient places to visit.

Listen and Look Picture Explain		
<u>Why were these people buried in tombs – were they religious? (Focus on teaching about Gods and Goddesses)</u> ASSEMBLE, ANALYSE and ANSWER Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Listen and Look Reason	Facilitate a discussion on which God or Goddess is more important and why. Discuss what other information would we need to make a decision about whether a God or Goddess was important?	Use diamond ranking to decide which God/Goddess is more important. Give reasons.
<u>Who was buried in these tombs? (Study of the famous pharaohs and where they were buried; including the pyramids. Also examine the social hierarchy in Ancient Egyptian times.)</u> ASSEMBLE, ANALYSE and ANSWER Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Explain	Model an example of a diary – linked to Literacy writing. Also, include the facts about pyramids and social hierarchy. Support by outlining the people and their roles in building pyramids.	Write a diary pretending that they are in Egypt. They can choose what job they would like to have had and write the diary from their point of view. Show their knowledge and understanding of Pyramids and Social Hierarchy through this writing.
<u>Who was Howard Carter and what did he find? What is an Archaeologist? (Investigate the job of an archaeologist and introduce Howard Carter)</u> ASK, ACQUIRE, ANALYSE and ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed.	Guide children to give reasons for why they think an artefact is used for what it is used for through giving examples.	Take part in a real artefact sand pit archaeological dig. Discuss what the objects were made from, who might have used them and what they might have been used for. Give reasons for why they think an artefact would be used for a particular job. Become archaeologists of 'poo' and from the clues and dissecting the poo decide which era they came from.

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Describe similarities and differences between people, events and artefacts studied. Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Reason	Show how they can use their knowledge of what an archaeologist does to learn about history from organic matter i.e. poo.	
<u>What did Howard Carter find in the tomb? Part 1 (King Tutankhamun and Artefacts)</u> ASSEMBLE Organisation and communication • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Explain	In Literacy lessons, explore a diary recount from Howard Carter to find out more about what happened when he found King Tutankhamun's tomb. Model how to write their own version pretending to be Howard Carter. Give them questions that they need to make sure they answer within their recount.	Using their knowledge about Howard Carter and Tutankhamun write a diary recount of the day they found the tomb pretending they are Howard Carter. Perform a play of when Howard Carter came across the tomb of Tutankhamun – use within final flourish.
<u>What did Howard Carter find in the tomb? Part 2 (Hieroglyphics and wall paintings)</u> ASK, ACQUIRE AND ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Describe how some of the things studied from the past affect/influence life today Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Explain	Support the reading about the Rosetta Stone and guide them in retrieving the information to the questions. Carry out a quick quiz at end.	Complete a Whole Class Guided Reading session about the Rosetta Stone.

<u>What did Howard Carter find in this tomb? Part 3 (Examine the process of mummification and the importance of the Afterlife.)</u> ASK, ACQUIRE, ANALYSE AND ANSWER Knowledge and understanding of events, people and changes in the past. Use evidence to describe what was important to people from the past. Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Listen and Look Picture Explain	Model the features of instructional writing needed to write a good set of instructions. Help the children to self-edit and improve for both Literacy and Historical objectives. Examine the Painting from the Book of Dead to find out what happens to the Ancient Egyptians on the way to the After Life.	The children will show their knowledge of the process of mummification through Instructional Writing in Literacy. The children ask questions about the Scroll and speculate what the different parts of it might mean.
<u>Should Howard Carter have excavated the tomb? (Reasons for and against excavation)</u> ASSEMBLE Organisation and communication • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Focus in on the evidence for curses – particularly linked to the opening of Tutankhamun's tomb. Link to the curse - Death Shall Come on Swift Wings To Him Who Disturbs the Peace of the King'	Write their own creative writing story about them as an archaeologist excavating their own Egyptian tomb and finding a sarcophagus. Decide on what curse will be given to the archaeologist.
Revision of all sessions – Focus on Geographical and Historical Knowledge and Understanding. ASSEMBLE	Return discussions back to the original provocation and the questions made at the start of the project.	In pairs recall learning and answer the questions. Make their own knowledge organiser to show their learning in response to these questions. Can they recall the Five Fantastic Facts? (use as an Assessment piece of work for Knowledge)

FLOURISHING

The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, 'show off' with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation.		
Teaching for Learning Objectives	Activities to Support Teaching for Learning	
	What are the adults doing?	What are the children doing?
	affirmation challenge active listening observing checking understanding	formative mistakes justifying reasoning demonstrating choosing and explaining, reviewing and reflecting
<u>Part 1 - Where is the tomb? (Study of where Egypt is in the world)</u> ANALYSE and ANSWER Investigate Patterns Describe geographical similarities and differences between countries. Communicate Geographically Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location. Reason Respond Encourage	Check their understanding of similarities and differences between England and Egypt. Ask them to prove their explanations with evidence found.	Using a range of maps and the internet give the children the option to investigate the similarities and differences between Egypt and England themselves. Investigate the statement – 'The countries England and Egypt are different to each other because they are on different continents.' Ask them to justify why they would prefer to live in one place or the other, using the evidence found.
<u>Part 2 - Where is the tomb? (Study of the location of the River Nile)</u> ANALYSE and ANSWER Communicate Geographically Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location.	Encourage the children to make their own judgment on where the source of the Nile is using maps.	Look at the definition of the source of a River - The place where a river begins is called its source. River sources are also called headwaters. Rivers often get their water from many tributaries, or smaller streams, that join together. The tributary that started the farthest distance from the river's end would be considered the source, or headwaters. Use the maps to make their own judgement of where the source of the River Nile is.

<u>When were people buried in these tombs? (Look at the timeline history of the Ancient Egyptians)</u> ANALYSE and ANSWER Knowledge and understanding of events, people and changes in the past. Describe how some of the things studied from the past affect/influence life today Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Reason	Ask the children why they have chosen the language and places they have used.	In producing their holiday brochure, be more aware of their own choice of language and places; include an informed balance of information and give reasons for the presentation of their brochure e.g. linking time periods of history to structure of brochure.
<u>Why were these people buried in tombs – were they religious? (Focus on teaching about Gods and Goddesses)</u> ANALYSE and ANSWER Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Reason Respond Encourage	Ask the children to make a choice about which God would be important to them and why? If they were Ancient Egyptians, what God would they invent?	Explain which God would be important to them in their lives now. Explain if they were Ancient Egyptians, which God would they invent and why?
<u>Who was buried in these tombs? (Study of the famous pharaohs and where they were buried; including the pyramids. Also examine the social hierarchy in Ancient Egyptian times.)</u> ANALYSE Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Respond Encourage	Support by outlining the people and their roles in building pyramids. Put probing questions on the board to help them analyse how different people may feel.	In their diary show their empathy towards different social hierarchy, reflect on how different people involved with the building of the pyramids may feel.
<u>Who was Howard Carter and what did he find? What is an Archaeologist? (Investigate the job of an archaeologist and introduce Howard Carter)</u> ASK, ACQUIRE, ANALYSE and ANSWER Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.	Explain that there have been lots of important archaeological finds in Egypt and this is why we know so much about the Ancient Egyptians. Encourage them to investigate more recent finds and what we have learnt from them.	Investigate their own interests linked to archaeological finds from Ancient Egyptian times. Share what archaeologists have learnt from this with the class.

North Rigton CE Primary School

<u>What did Howard Carter find in the tomb? Part 1 (King Tutankhamun and Artefacts)</u> ANALYSE and ANSWER Historical enquiry Ask questions and find answers about the past. Historical interpretation Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. Reason Respond Encourage	Ask them to investigate further about how King Tutankhamun may have died.	Make their own judgements of how he may have died, giving their own reasons.
<u>What did Howard Carter find in the tomb? Part 2 (Hieroglyphics and wall paintings)</u> ANALYSE Knowledge and understanding of events, people and changes in the past. Describe how some of the things studied from the past affect/influence life today Reason Respond Encourage	Aid their discussion and debate on the importance of finding the Rosetta Stone. Do the children think it is more important that the pyramids, the tomb of Tutankhamun etc...	Give a rating score out of five for how important the finding of the Rosetta stone was.
<u>Should Howard Carter have excavated the tomb? (Reasons for and against excavation)</u> ASK, ANALYSE AND ANSWER Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Reason Respond Encourage	Facilitate a debate about the reasons for <i>(opportunity to learn about the past and our history;; finding evidence to eliminate parasitical infestation bilharzia)</i> and against <i>(curses; out of respect for the dead; introduction of Surface Survey techniques; expensive; destructive; already have lots of artefacts; use of non- evasive approaches to survey underground)</i> excavating a tomb.	Participate in a debate on whether we should excavate tombs anymore? Using their knowledge, justify reasons and explain their own balanced argument about whether Archaeologists should excavate a tomb in Modern Day Egypt. Use these arguments for and against within their Final Flourish presentation.



We are Explorers

Class: Years 3 and 4

Teacher: Miss Ellis

2026 Autumn term

FINAL FLOURISH

(Enabling children to reflect on and celebrate their learning, whilst connecting their knowledge over space and time)

This will take the form of an Egyptian Quiz presentation to parents. Each group will give a presentation about part of their learning journey and devise a quiz activity for the parents to take part in. At the end of the presentation the children will return to their provocation, explain whether they think Howard Carter should have excavated the tomb and then invite the parents to vote on their own opinion.

Five Fantastic Geography Facts

1. Egypt is in the northeast corner of the continent of Africa.
2. Cairo is the capital city of Egypt.
3. The River Nile is the longest river in the world (6670km/4160 miles)
4. The source of the River Nile is in Burundi (which flows into Lake Victoria) and the mouth of the River Nile is the Mediterranean Sea.
5. The River Nile is formed from the joining of two rivers; the White Nile (which originates at Lake Victoria) and the Blue Nile (which originates at Lake Tana in Ethiopia)

Five Fantastic History Facts – Ancient Egypt

1. The Ancient Egyptians settled on the banks of the River Nile around 6000BC (@8000 years ago).
2. The first true Pharaoh was Narmer (Menes) who united the two kingdoms of Lower Egypt and Upper Egypt around 3100BC.
3. During the Old Kingdom, Pharaohs were important people and buried in tombs in Pyramids. The Oldest Pyramid was called the Pyramid of Djoser and dates to around 2630BC. The Great Pyramid (one of the seven wonders of the Ancient World) was built for the Pharaoh Khufu (Cheops in Greek) in 2566BC and has a height of 147metres.
4. In the New Kingdom(1539-1075BC) Pharaohs were mummified and buried in tombs in the Valley of the Kings on the west bank of the Nile at Thebes.
5. The Ancient Egyptians believed in many different gods and goddesses. Each one with their own role to play in maintaining peace and harmony across the land, in their lives and on their journey to the Afterlife.

Five Fantastic History Facts – Tutankhamun

1. The Pharaoh Tutankhamun was buried in the Valley of the Kings in Thebes.
2. He was born in around 1341BC and became a Pharaoh at the age of 9.
3. He reigned from 1332 to 1323BC (9 years) and he died at the age of 18.
4. The tomb was discovered around 3000 years later in 1922 by British Archaeologists Howard Carter and Lord Carnarvon.
5. They found his mummified body in a gold coffin. Mummification was the method of artificial preservation developed by the Ancient Egyptians to preserve their bodies for the Afterlife.

Useful websites:

<https://www.ees.ac.uk/egyptology-and-exploration>

<http://www.bbc.co.uk/history/ancient/egyptians/>

<https://egyptianmuseum.org/explore>

<http://www.primaryhomeworkhelp.co.uk/Egypt.html>

<https://www.natgeokids.com/uk/discover/history/egypt/ten-facts-about-ancient-egypt/>

<https://www.historyforkids.net/ancient-egypt.html>

https://www.ducksters.com/history/ancient_egypt.php

<https://www.dkfindout.com/uk/history/ancient-egypt/>

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/explore-ancient-egypt/>

<https://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html>

<https://www.nms.ac.uk/explore-our-collections/games/discover-ancient-egypt/>

https://www.britishmuseum.org/search?search_api_fulltext=egyptian

<https://www.bbc.co.uk/bitesize/topics/zg87xnb>