

LONDON FIELDS  
PRIMARY SCHOOL

# Life in Ancient Egypt



pyramids

tomb



mummification



sphinx

papyrus

cartouche

deity

embalming



Pharaoh

hieroglyphs

Monday 8th September

When was the  
Ancient Egyptian  
era

\* L.L.: To understand chronology

### Success Criteria

I can place the Ancient Egyptian period on a timeline. ✓  
I can appreciate how distant and lasting 2-3,000 years is. ✓

### Key Vocabulary

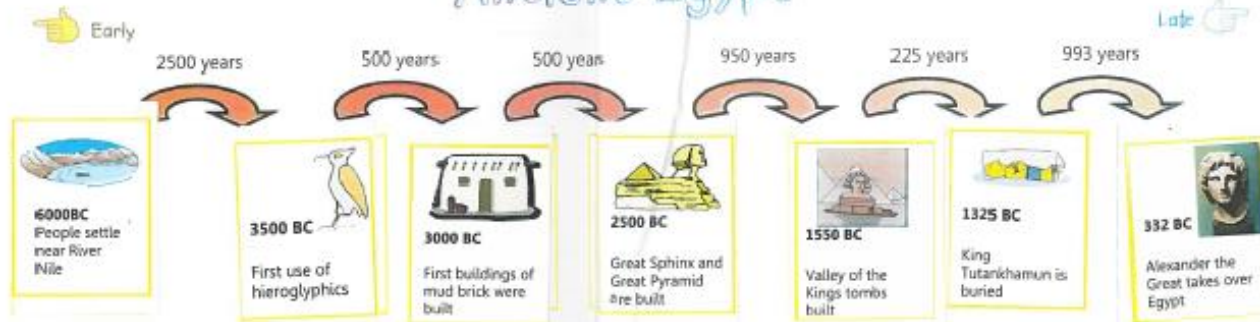
Ancient  
Timeline  
Time period  
Era  
Chronology

By using a string timeline, we discovered how long ago the Ancient Egyptian period was. We were fascinated by the length of string we had to use! It was the length of our classroom!



We then discussed how long the actual period was. It lasted 5668 years!

## Ancient Egypt



Would somebody ever in 3000 BC be close when the Great Sphinx was built? How do you know?  
no we know that because there a 500 year gap.

Monday 15<sup>th</sup> September 2016

Li: To build an overview of world history

#### Success Criteria

- I can locate Egypt on a map. ✓
- I know what the landscape of Ancient Egypt was like. ✓
- I can understand why the pyramids were built in this location. ✓

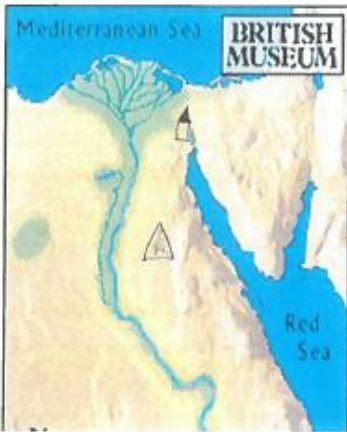
#### Key Vocabulary

Nile valley  
Pyramids  
Equator  
Desert  
Quarrying  
Fertility  
Landscape  
Flooding

Why was it important to have fertile land nearby when building the pyramids?

It's important because the people working need to eat.

Where would you have chosen to live?



I would live in the North next to the Red Sea because I could catch fish to eat and eat different crops because I live near the fertile land. /

If you were going to build a pyramid, where would you build it and why?

I have chosen to build my pyramid in the east next to the mountains where they get stone because then they won't have to go very far to bring the stone. //

Super answer!

## L.I: To investigate and interpret the past

Today we were introduced to Howard Carter, a famous archaeologist who found Tutankhamen's tomb!



### Success Criteria

I can use evidence to ask questions and find answers to questions about the past.  
I know key facts about the discovery of the tomb of Tutankhamen.

### Key Vocabulary

theory  
analyse  
evidence  
excavation



We then became archaeologists and discovered some of the treasures that Carter had found in the tomb.



Once we had excavated some evidence we thought about what the evidence can tell us about Ancient Egyptian civilization. Here are some of our ideas:



Finally, we wrote some questions for Howard Carter as luckily our teacher managed to get him to visit (we think it was Miss Winser really but don't tell her!)



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29.9.14

Who built the Pyramids?

L.I-To investigate and interpret the past

Today we investigated whether or not it was slaves who built the pyramids



### Success Criteria

I can use a range of clues to form a hypothesis

I can explain why historical opinions differ.

### Key Vocabulary

**slaves**  
**construction**  
**evidence**  
**clue**  
**hypothesis**

First, we found clues that were hidden around the room with our partners.



We then swapped and shared clues with our class mates. Using the evidence we had gathered, we formed an opinion on who built the pyramids.

We stood along our line of certainty to see how many of us had different opinions.



We compared the clues on our scale. We were investigated how many clues suggested it WAS the slaves. We discussed which clues were most reliable.

Monday 13<sup>th</sup> October 2014

LI: To build an overview of world History

### Success Criteria

- I know how Ancient Egyptians worshipped
- I can identify Ancient Egyptian gods.
- I can draw comparison between Ancient Egyptian religion and other faiths, past and present.

Horus is the god of the sky. I know this because He has an eagle mask and eagle fly in the sky. ✓

### Key Vocabulary

god  
goddess  
worship  
deity

Isis is the goddess of the craft. I know this because She has a throne on her head. ✓

Osiris



I think this is the god of the snow because he is wearing white clothes. He is also wearing a red belt and his skin colour is green. He is holding a hook and fan. ✓

Ra



I think this is the god of colour and life because he has multi-coloured clothes. He is wearing a red head dress and a green belt. He is holding a golden cross in one hand. ✓

Osiris is actually god of the dead and the underworld. What clues are there to tell me this in his clothing? he has been wrapped in bandages

Tuesday 14<sup>th</sup> October 2014

LI: To write with purpose

### Success Criteria

- |  |    |
|--|----|
| I can identify and use an appropriate tone for the audience. | ✓✓ |
| I can include some features of the type of writing required. | ✓✓ |
| I can compose and rehearse sentences orally.                 | ✓✓ |

## Ancient Egyptians gods and goddesses

The Ancient Egyptians have many gods and goddesses.

They often worship them by sacrificing different animals. The gods and goddesses are represented by animals because they were animal masks. Another way that they worship the gods and goddesses is by offering gifts and good food. The deities often give good fortune.

### REPORT WRITING

- |   |
|---|
| Detailed and relevant information about the subject matter. |
| Sub-headings to help organise writing.                      |
| Written in the third person.                                |

## Osiris

Osiris <sup>was</sup> the god of the dead. He would guard the dead ferows and hold a crook in one hand and a flail in the other hand. Osiris hold's these items because it shows that ~~he~~ he has kingship and is powerful his red belt represent's blood and this shows that he is the real god of the dead!

Underline examples of where you've written in third person.