

## Enquiry: How did the civilization of Egypt wax and wane?

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| LEARNING OBJECTIVES                                                                                               | KEY CONTENT AND SUGGESTED LESSON IDEAS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SUGGESTED RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ASSESSMENT CRITERIA                                                                                                                                                                   |
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| <p><b>Children should</b> Select and combine information from different sources</p>                               | <p><b>Who built the Great Pyramid at Giza?</b><br/> <b>(Theme: Monumental Building)</b><br/>           Group activity ( 6 groups)<br/>           ~ read Herodotus's account of the building of the pyramid ~ note key points<br/>           ~ watch separate video clips from "Building the Great Pyramid"<br/>           ~ use resource information packs on different themes to gather and pool information on theme<br/>           ~ each group contributes to class poster</p> <p>Post individual response "I think Herodotus was wrong/right about the building of the pyramid because... "Into class box. See what the class as a whole thinks about Herodotus.</p> <p><b>Finish by showing the image of the "Solar Barque" of Khufu. Question "What do you think this was for?"</b></p> <p><b>Cross Curricular</b> ~ possible follow up option:<br/>           Geography ~ The role of tourism today in Egypt ~<br/>           "The Road to Giza"</p> | <p>Herodotus's account:<br/> <a href="http://www.gutenberg.org/files/2131/2131-h/2131-h.htm">http://www.gutenberg.org/files/2131/2131-h/2131-h.htm</a></p> <p><b>BBC Building the Great Pyramid documentary</b> - some clips available at <a href="http://www.dailymotion.com/video/x2mt187">www.dailymotion.com/video/x2mt187</a> and <a href="http://www.youtube.com/watch?v=PTTj7AUBz_E&amp;list=PLEAC12AFE7DF69649">www.youtube.com/watch?v=PTTj7AUBz_E&amp;list=PLEAC12AFE7DF69649</a></p> <p>Themes to research (taken from the following websites)</p> <ul style="list-style-type: none"> <li>The galleries <a href="http://www.aeraweb.org/projects/lost-city/">http://www.aeraweb.org/projects/lost-city/</a></li> <li>The Royal Administrative Bureau <a href="http://www.aeraweb.org/projects/lost-city/">http://www.aeraweb.org/projects/lost-city/</a></li> <li>Eastern Town and Western town <a href="http://www.pbs.org/wgbh/nova/ancient/who-built-the-pyramids.html">http://www.pbs.org/wgbh/nova/ancient/who-built-the-pyramids.html</a></li> <li>Feeding the workers <a href="http://www.livescience.com/28961-ancient-giza-pyramid-builders-camp-unearthed.html">http://www.livescience.com/28961-ancient-giza-pyramid-builders-camp-unearthed.html</a></li> <li>Gangs and Graffiti <a href="http://www.pbs.org/wgbh/nova/ancient/lehner-giza.html">http://www.pbs.org/wgbh/nova/ancient/lehner-giza.html</a></li> </ul> <p>Solar Barque<br/> <a href="http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/">http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/</a></p> | <p>Can the children use information from a variety of sources to explain the pyramids came to be built?</p> <p>Can the children evaluate the usefulness of Herodotus as a source?</p> |
| <p><b>Children should :</b><br/>           Children give reasons for and results of main events in the period</p> | <p><b>Why did Hatshepsut send an expedition to Punt?</b><br/> <b>(Theme: Trade)</b><br/>           Group/Pair ~<br/>           Investigate water travel in ancient Egypt<br/>           ~ use table to evaluate what travelling in, why/how/why travelling</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Images for water travel:<br/> <a href="http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/">http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/</a><br/> <a href="http://www.phouka.com/tr/egypt/photos/giza/solarBoat-01.html">http://www.phouka.com/tr/egypt/photos/giza/solarBoat-01.html</a><br/> <a href="https://www.britishmuseum.org/PDF/Ward.pdf">https://www.britishmuseum.org/PDF/Ward.pdf</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Can the children create a board game that illustrates why Egyptians traded?</p>                                                                                                    |

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| studied                                                                                                       | <p>W/C ~ recognise that they used different ships for different purposes<br/> W/C teacher led discussion re trade ~<br/> what /where/why<br/> (multi-sensory examine trade items e.g. frankincense/ papyrus)<br/> Look at account of Hatshepsut's trading expedition to Punt using images from mortuary chapel</p> <p>Group ~ design board game that shows why Egypt traded</p> <p><b><i>End with letter from Suppiluliuma to Akhenaten about trade</i></b></p> <p><b>Cross Curricular</b> ~ possible follow up option:<br/> English ~ Story scroll or drama to retell the story of the shipwrecked sailor c 2200BC</p> | <p>Teacher information re Hatshepsut:<br/> <a href="https://en.wikipedia.org/wiki/Hatshepsut">https://en.wikipedia.org/wiki/Hatshepsut</a></p> <p>Letter at :<br/> <a href="https://faculty.uml.edu/ethan_spanier/teaching/documents/amarnaletters.pdf">https://faculty.uml.edu/ethan_spanier/teaching/documents/amarnaletters.pdf</a></p> |                                                                                                                         |
| <p><b>Children should:</b><br/> Understand that the past is represented and interpreted in different ways</p> | <p><b>What did Akhenaten do that made him so hated?</b><br/> <b>(Theme: Religion)</b><br/> Individual ~ draw God or goddess in stylised forms using traditional colours ~ introduce to class with who god was patron for.<br/> W/C teacher led<br/> ~ statements as either Amenhotep IV or Akhenaten explaining what he has done<br/> Look at how the Aten is presented.<br/> Group<br/> ~ sorting activity to show result of changes<br/> ~ discuss implications for different people of this change ~ priest, artist, everyday family, soldier, princess. Try to consider positives and negatives</p>                 | <p>Proportions for stylised forms:<br/> <a href="http://www.pyramidofman.com/Proportions.htm">http://www.pyramidofman.com/Proportions.htm</a>.</p> <p>Image of Akhenaten<br/> <a href="https://commons.wikimedia.org/wiki/File:Pharaoh_Akhenaten.jpg">https://commons.wikimedia.org/wiki/File:Pharaoh_Akhenaten.jpg</a></p>                | <p>Can the children demonstrate that they recognise that there will be different viewpoints of Akhenaten's actions?</p> |

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|                                                                                                                           | <p>Individual: Give out images of different characters ~ speech bubble thoughts around changes</p> <p><b><i>End with an image of the back of the Golden throne of Tutankhamun and Ankhesenamun with Aten's rays</i></b></p> <p><b>Cross Curricular</b>, possible follow up option:<br/>Art ~ close observational drawing using photos of artefacts and buildings. Water colour and line drawing (pen and ink) linked to the work of Sir William Flinders Petrie and Howard Carter</p>                                                                                                                                                                                                                                                                                                                               | <p>Image:<br/><a href="http://www.bbc.co.uk/history/ancient/egyptians/tutankhamun_gallery_02.shtml">http://www.bbc.co.uk/history/ancient/egyptians/tutankhamun_gallery_02.shtml</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                        |
| <p><b>Children should:</b><br/>Describe characteristic features of past societies and identify changes within periods</p> | <p><b>What happened to Akhenaten's successors? (Theme: Art)</b></p> <p><b>W/Class teacher led using images on IWB</b><br/>Compare images of different pharaohs ~ stylized and those particularly of Akhenaten in Amarna style<br/>~ identify differences<br/>~ how could you recognise Akhenaten ~ what are the characteristic features?<br/>Compare Nefertiti and Hapshepsut Record comments on IWB</p> <p>Introduce importance of family life with Nefertiti and the princesses. ( You may need to confront the issues of nudity here as the princesses are often depicted nude)</p> <p>Show images of royal family from workshop of Tutmose the sculptor and explain his role</p> <p>Show images of line drawings showing Akhenaten/Nefertiti and family</p> <p>What are the characteristics that make these</p> | <p>Sample Images Akhenaten<br/><a href="http://en.wikipedia.org/wiki/File:GD-EG-Caire-Mus%C3%A9061.JPG">http://en.wikipedia.org/wiki/File:GD-EG-Caire-Mus%C3%A9061.JPG</a><br/><a href="http://www.maat.sofiatopia.org/ichariot.gif">http://www.maat.sofiatopia.org/ichariot.gif</a></p> <p>Images of other pharaohs (Ramesses II)<br/><a href="http://www.superstock.com/stock-photos-images/1566-052681">http://www.superstock.com/stock-photos-images/1566-052681</a><br/><a href="http://www.myartprints.co.uk/a/egyptian/ramesses-ii-dressed-for-w.html">http://www.myartprints.co.uk/a/egyptian/ramesses-ii-dressed-for-w.html</a></p> <p>Sample image of Nefertiti<br/><a href="http://4.bp.blogspot.com/-UjqDDkojNgM/TyIVeMejg6I/AAAAAAAAAB6U/jfN_9RE81f8/s1600/006.jpg">http://4.bp.blogspot.com/-UjqDDkojNgM/TyIVeMejg6I/AAAAAAAAAB6U/jfN_9RE81f8/s1600/006.jpg</a></p> <p>Sample image of Hatshepsut<br/><a href="http://4.bp.blogspot.com/-k6ffzFcxCas/T9t3v7Xitcl/AAAAAAAAAM4/-Fntof40QhQ/s1600/Hatshepsut-300x296.jpg">http://4.bp.blogspot.com/-k6ffzFcxCas/T9t3v7Xitcl/AAAAAAAAAM4/-Fntof40QhQ/s1600/Hatshepsut-300x296.jpg</a></p> <p>Tutmose See Amarna Project<br/><a href="http://www.amarnaproject.com/pages/amarna_the_place/main_city/index.shtml">http://www.amarnaproject.com/pages/amarna_the_place/main_city/index.shtml</a></p> <p>Royal family images ~ google Akhenaten and family ~ choose line drawings or papyrus copies as these are easiest for the children to make sense of.</p> | <p>Can the children recognise features of Amarna art and suggest why images may have been changed?</p> |

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|                                                                                                                                  | <p>images different?<br/> ~ physical contact<br/> ~ physical characteristics<br/> ~ physical presence of the Aten</p> <p>Pairs activity:<br/> Look at images of Tutankhamun and Ankhesenamun<br/> (include information in pack on symbolism of flowers and change of name)<br/> What do they show? How do we know they date for Amarna?</p> <p>W/C Image of Tut/Ankh on IWM<br/> Add statements about what is significant about image ~ screen save result</p> <p><b><i>End with image of Tutankhamun in war chariot from wooden box in tomb</i></b></p> <p><b>Cross Curricular</b>, possible follow up option:<br/> Music ~ Trumpets of Tutankhamun ~ look at images of instruments from tomb paintings what sounds might they make. Listen to story of trumpets and sound recording</p> | <p>Can be found online but also look in <b><i>Akhenaten and Tutankhamun Revolution and Restoration</i></b><br/> Silverman, D., Wegner, J.W., Wegner, J.H., (2006) University of Pennsylvania, Philadelphia</p> <p>Google Tutankhamun Ankhesenamun Choose images from the Golden Throne, the ivory chest and the Gilded Shrine (again line drawing are useful) e.g.<br/> <a href="http://4.bp.blogspot.com/_aSOXYgiaCnQ/TRY-dP5o0TI/AAAAAAAAAJs/r422_dOKZSI/s1600/3.jpg">http://4.bp.blogspot.com/_aSOXYgiaCnQ/TRY-dP5o0TI/AAAAAAAAAJs/r422_dOKZSI/s1600/3.jpg</a></p> <p><a href="https://egypt-museum.com/golden-throne-of-tutankhamun/">https://egypt-museum.com/golden-throne-of-tutankhamun/</a></p> <p><a href="https://egypt-museum.com/chest-of-tutankhamun-miniature-panoramas/">https://egypt-museum.com/chest-of-tutankhamun-miniature-panoramas/</a></p> <p><a href="http://www.youtube.com/watch?v=zr_olu7chEY">http://www.youtube.com/watch?v=zr_olu7chEY</a> story of BBC recording recent article about the theft of trumpets during the Arab Spring<br/> <a href="http://www.bbc.co.uk/news/world-middle-east-13092827">http://www.bbc.co.uk/news/world-middle-east-13092827</a></p> |                                                                                                                    |
| <p><b>Children should :</b><br/> Know that some events have been interpreted in different ways and suggest reasons for this.</p> | <p><b>Why do we remember Ramesses II?</b><br/> <b>(Theme: Territorial conquest)</b></p> <p>W/C Images of Ramesses II as warrior on IWB<br/> children suggest adjectives to describe him</p> <p>Groups ~ give out extracts from Poem of Pentaur ( include info about the Gods/Goddess named in extracts ~ link back to Akenaten session)<br/> Children work together to decide what happened</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p><a href="http://www.touregypt.net/images/touregypt/ramesses2anat7.jpg">http://www.touregypt.net/images/touregypt/ramesses2anat7.jpg</a><br/> <a href="http://www.travellinghistorian.com/ramp3.jpg">http://www.travellinghistorian.com/ramp3.jpg</a></p> <p><a href="http://ascendingpassage.com/Abu-Simbel-Rameses-smite-Cherubini.jpg">http://ascendingpassage.com/Abu-Simbel-Rameses-smite-Cherubini.jpg</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Can the children give reasons why Ramesses II ensured that only his version of events should be remembered?</p> |

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|                                                                                                               | <p>based on the account Ramesses recorded in his temples.<br/> ~ What happened at the battle of Kadesh ~<br/> how did Ramesses achieve his aim?<br/> W/C ~<br/> Watch video giving account of battle<br/> Does this match the account children have?<br/> Group ~<br/> What might the Hittite version be like?<br/> Group task ~ write short poem in the style of Pentaur but from the point of view of the Hittites</p> <p>Show peace treaty created 16 years after battle<br/> ~ written in two languages and the first such treaty known in the region. (Copy displayed in UN) <b><i>End with image of Abu Simbel Ramesses's great memorial that had to be relocated after building of the Aswan Dam</i></b></p> <p><b>Cross Curricular</b>, possible follow up option:<br/> PE ~ either create dance to tell story of battle or investigate the skills of the warrior ~ spear/ javelin throwing, running, balancing (on chariot)</p> | <p>You will need to select extracts as this is quite long.<br/> Background information for teacher:<br/> <a href="https://www.worldhistory.org/article/147/the-battle-of-kadesh--the-poem-of-pentaur/">https://www.worldhistory.org/article/147/the-battle-of-kadesh--the-poem-of-pentaur/</a><br/> (Search YouTube for 'Ramesses Battle of Kadesh')</p> <p><u>Hittite gods/Goddess</u><br/> Tesbub ~ god of storms, weather and sky, God of thunder, God of battle and victory depicted as a man standing over a mountain with a club or hammer ~ associated with bulls<br/> Zababa ~ god of war ~depicted holding and eagle headed staff Sauska ~ goddess of fertility, healing and war ~ depicted as a woman with wings standing with a leopard<br/> King of the Hittites ~ Muwatalli</p> <p>Information re peace treaty:<br/> <a href="https://www.un.org/ungifts/replica-peace-treaty-between-hattusilis-and-ramses-ii">https://www.un.org/ungifts/replica-peace-treaty-between-hattusilis-and-ramses-ii</a></p> <p>Watch part of this video about the problem and how they decide to solve it ( intro lasts about 4 minutes) Monster moves ~ Abu Simbel<br/> <a href="http://www.youtube.com/watch?v=2SxLufRZr4c">http://www.youtube.com/watch?v=2SxLufRZr4c</a></p> |                                                                                                      |
| <p><b>Children should :</b><br/> Describe features of past societies and begin to make links between them</p> | <p><b>How did Ptolemy II contribute to trade?</b><br/> <b>(Theme : Technological Developments)</b></p> <p>W/C teacher led ~<br/> Introduce city of Alexandria<br/> ~ founded by Alexander the Great (Greek/Macaronian)<br/> ~ Given to his general Ptolemy (first Greek ruler)<br/> Consider why Alexandria became capital city ~ proximity to Mediterranean and trade routes.<br/> Look at a map of area ~ What are the benefits of location?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Map of Ptolemaic Egypt:<br/> <a href="https://www.worldhistory.org/image/15183/ptolemaic-egypt-c-240-bce/">https://www.worldhistory.org/image/15183/ptolemaic-egypt-c-240-bce/</a><br/> Plan of Alexandria, 30BC:<br/> <a href="https://en.wikipedia.org/wiki/History_of_Alexandria#/media/File:Plan_of_Alexandria_c_30_BC_Otto_Puchstein_1890s_EN.svg">https://en.wikipedia.org/wiki/History_of_Alexandria#/media/File:Plan_of_Alexandria_c_30_BC_Otto_Puchstein_1890s_EN.svg</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Can the children show how the Ancient Greek civilization has become fused with that of Egypt?</p> |

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|  | <p>Look at a map of city ~ How was it the same and different to other cities of Egypt? Why would it benefit from trade/ (Colour waterways blue on IWB to highlight)</p> <p>What else did the first Ptolemy rulers do to encourage safe trade?<br/>Highlight area on map ~ Pharos ?<br/>Show image what could this be?<br/>(You can show one of the videos here to give children idea of what the Pharos was like)</p> <p>While watching video or looking at images what characteristic features do not seem to fit with "Ancient Egypt"? Which civilization do they fit better with? (Look at names, gods, statues.)<br/>Show image of Isis and Isis Pharia ~ how are they different?<br/>What else did Alexandria have that encouraged people to settle?<br/>Introduce Library and Museion ( Museum)</p> <p>Individual ~ research one of the scholars from period of Ptolemy I or II e.g. Euclid, Archimedes, Herophilus, Eratosthenes and Manetho</p> <p>Present research with image of person and key points of their discovery ~ decorate with repeat patterns of both Greek and Egyptian geometric patterns</p> <p><b><i>End with video of Alexandria during Cleopatra's time</i></b><br/><b>Cross Curricular</b>, possible follow up option:<br/>DT ~ create models of Pharos in variety of materials<br/>Science ~ investigate light and how mirrors are used to refine and expand light</p> | <p>You tube climb up tour of Pharos<br/><a href="http://www.youtube.com/watch?v=f1B-XHFb1RQ">http://www.youtube.com/watch?v=f1B-XHFb1RQ</a></p> <p>You tube search for "Seven wonders of the ancient world, Pharos of Alexandria"</p> <p>Isis Pharia<br/><a href="https://isiopolis.com/2013/08/31/isis-the-lighthouse-goddess/">https://isiopolis.com/2013/08/31/isis-the-lighthouse-goddess/</a></p> <p>Image Isis<br/><a href="http://upload.wikimedia.org/wikipedia/commons/1/1d/Ankh_isis_nefertari.jpg">http://upload.wikimedia.org/wikipedia/commons/1/1d/Ankh_isis_nefertari.jpg</a></p> <p>Search YouTube for 'alexandria during cleopatra's time'</p> |  |
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| <p><b>Children should:</b></p> <p>~ Know that some events and people have been interpreted in different ways and suggest possible reasons for this.</p> <p>~ use knowledge and understanding to select and organise information to produce structured work</p> | <p><b>How did the civilisation of Egypt end?</b><br/><b>(Theme: Decline)</b></p> <p>W/C Teacher</p> <p>Give some background information about Cleopatra ~ avoid some of the stereotypes and propaganda produced by the romans ~ show her as Egyptian as well as Ptolemaic.</p> <p>Give simple explanation of Cleopatra's dilemma ~ rising power of Rome and decline of Egypt</p> <p>Groups</p> <p>Give out copies of Plutarch's account of Cleopatra's meeting with Mark Anthony and Shakespeare's (Act 2, Scence2) Adult support and vocabulary cards. Make notes (different versions to different groups)</p> <p>Swap individuals from groups to compare two versions</p> <p>Individual</p> <p>Contribute character to whole class collage of event ~ in Egyptian style</p> <p>Or individual versions of events using watercolour and pen and ink.</p> <p><b><i>End with timeline showing where all the different people and events fit</i></b></p> <p><b>Possible follow up option:</b></p> <p>Look at the work of archaeologists and how we know about this period so long ago.</p> <p>Look in particular at Sir Williams Flinders Petrie, Amelia Edwards and Howard Carter</p> <p>Fieldwork to British Museum of Petrie Museum</p> | <p>Images of Cleopatra:</p> <p><a href="http://upload.wikimedia.org/wikipedia/commons/8/82/Cleopatra_Isis_Louvre_E27113.jpg">http://upload.wikimedia.org/wikipedia/commons/8/82/Cleopatra_Isis_Louvre_E27113.jpg</a></p> <p><a href="http://upload.wikimedia.org/wikipedia/commons/4/49/Denderah3_Cleopatra_Cesarion.jpg">http://upload.wikimedia.org/wikipedia/commons/4/49/Denderah3_Cleopatra_Cesarion.jpg</a></p> <p>Images and background information can also be found on British History website ~ key word "Cleopatra"</p> <p>Both versions can be found here:</p> <p><a href="http://penelope.uchicago.edu/~grout/encyclopaedia_romana/miscellanea/cleopatra/alma-tadema.html">http://penelope.uchicago.edu/~grout/encyclopaedia_romana/miscellanea/cleopatra/alma-tadema.html</a></p> <p>Art resource pack to help from "The Art of Ancient Egypt ~ Metropolitan Museum of Art" Teachers Pack</p> | <p>~ Can the children explain what Plutarch and Shakespeare are trying to do with their description of Cleopatra?</p> <p>~ Can the children create an visual image of Cleopatra on her barge in an Egyptian style?</p> |
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