

### Geography Knowledge

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.

Describe the characteristics of some of these geographical areas.

Describe geographical similarities and differences between countries.

### Geography skills

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.

### School 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.

## We Are Explorers



### Provocation

*'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?**

### History Knowledge

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

Use evidence to describe what was important to people from the past and 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

### History Skills

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.

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

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.

### Explanation of Provocation

The archaeology of Ancient World discoveries have given archaeologists volumes of information about Ancient History. In particular, the tombs that they have uncovered have given the world a 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 link the Mini- We are Scientists topic of 'Changes in State' to this project when learning about rivers.

### Sequence

- 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)

### **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 (6600km/4100 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 5000BC (@7000 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 1346BC and became a Pharaoh at the age of 9.
3. He reigned from 1337 to 1328BC (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.