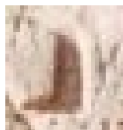


Curriculum Overview	
Curriculum Goals:	History KS2 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China English Upper KS2 – writing composition • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Key Vocabulary:	hieroglyphics
Additional Resources:	• Hieroglyphics PDF • Access to Egypt.lgfl.net website • Access to example videos.
Lesson Overview:	
Starter:	Ask the class to look at this image of some Egyptian hieroglyphics (larger image at end of lesson plan and available for download). What images can we see here?  Owl  Cobra  Basket  Vulture  Quail chick  Foot  Horned viper Discuss with class the ‘writing’ or hieroglyphics element – what can we see written? There is a mixture here of imagery and text. Can the class see which is text and which is imagery? Explain that most of the pictures can stand for the object they represent, but usually they stand for sounds. In Egyptian, the owl stands for the sound “m”. The Egyptian symbol for a mouth can mean mouth but it’s usually read as the sound “r”.

	Discuss that you can't match our alphabet to hieroglyphics, because they are two very different languages, but historians have come up with a simplified translation of our letters and Egyptian hieroglyphs. (See separate summary worksheet of alphabet) A: an Egyptian vulture B: a foot/leg C: a basket with handle/cup D: a hand E: a reed F: a horned viper (an Egyptian snake) G:: a jar-stand H: a reed shelter I: a reed J: a cobra K: the basket with the handle again (because hard "C" is like "K") L: A lion M: An owl N: A zigzag symbol for water O: A lasso P: A square stool Q: A symbol for the slope of a hill R: A mouth S: A piece of linen folded over T: A bun U: A quail chick that stands for the sound U V: Horned viper W: A quail chick X: A basket and folded linen Y: Two reeds Z: A door bolt CH: A tether (or a hobble – something that joins) KH: A ball of string SH: A rectangle – the symbol for land Read out the list of the symbols and ask the class why do they think these images were used for the hieroglyphics? Because they were the everyday things that were found around in these times.
Main:	Watch the video located here which talks us through some hieroglyphics written on a chariot harness. Discuss how the curator of the Manchester Museum in this clip was able to 'read' the hieroglyphics Use the information on the 'Everyday Life' page on Egypt.LGfL.net and the explore hieroglyphics information. Ask the class to tell you what is different about these hieroglyphics. <i>The hieroglyphics are written inside a box.</i>

Explain that this box is called a cartouche and it signified that the wording inside was the name of a royal.

Look at this image



- Can the class see a cartouche here?

Explain that this carved image is from a temple called Abu Simbel a village in Nubia, southern Egypt, near the border with Sudan.

Explain that this image represents Pharaoh Ramesses II and that is his name in the cartouche. The imagery is very powerful as it represents Ramesses II having control over north and south Egypt.

We can tell this because on the heads of the figures their headdresses have symbols on them - one has the lotus flower signifying upper or north Egypt and the other one has papyrus signifying lower or southern Egypt. The figures are also holding powerfully the lotus flower and the papyrus.

Ask the class to look carefully to see the difference.

	Explain that in this lesson you would like the class to explore hieroglyphics and design their own message. The pupils can create their own name, even being royal and placing it in a cartouche if they wish or write a secret message in hieroglyphics.
Plenary:	Share pupil's hieroglyphics. Ask the class to think about how we can still 'read' the hieroglyphics, when is it written in an ancient language? How did people find out about which symbol represented which letter? Explain that it was not until 1799 when a carved stone called the Rosetta stone was discovered, that enables us to crack the code!

What Does that say?

