

Curriculum Overview	
Curriculum Goals:	History KS2 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a in-depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China. English lower KS2 – writing composition • Discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar. • Discussing and recording ideas. • Organising paragraphs around a theme. • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] 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 • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Design and Technology KS2 • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups • Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional. and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Key Vocabulary:	Pyramid, Construction, Archaeologists, quarried.
Additional Resources:	• PDF Paper Pyramid model. • Access to Egypt.lgfl.net website • Access to example videos.
Lesson Overview:	

Starter:	Show a selection of images of the Egyptian pyramids and ask the class about do they have any ideas about how they were built? Reinforce the concept, that we really don't have a clear idea about how the pyramids were built, just as we don't really know how Stonehenge was built in the United Kingdom either. Share the construction information page with your students and ask someone to read the text about building a pyramid. Reinforce the 4 facts about the pyramids. Ask the class what buildings they think now have taken over as the tallest buildings. List some ideas and share what materials these buildings were constructed out of. Discuss what material the pyramids are made from? They are made from quarried stone and encased when built with polished white limestone of the three pyramids at Giza, only Khafre's pyramid retains part of this original polished limestone casing, near its apex.
Main:	Main part of the lesson Explain that in this lesson the class are going to investigate the construction of the pyramids. Explain that although archaeologists are still not sure about the exact construction there are many clues to how they were constructed and archaeologists can also identify from the composition of the stone used, where the original stone was quarried which may have been a great distance away. Another question then would be how did the pyramid builders get the stone to the location of the pyramid site? Reinforce the idea that there are still so many unknowns, and this is what fascinates us about the Ancient Egyptians and their lives. Explain that in this lesson we shall also be using one of the LGfL Models that demonstrates one idea of how ramps were used to transport the cut stone up to create the pyramid. Ask students to create a simple paper pyramid using the paper template provided, explain that this was easy as it was a single piece of paper! Explain that you would like the students to consider and write down how they believe that the pyramids were constructed. Pupils can use resources to help with their investigation such as actual model building blocks or simply write some instructions.

	Encourage students to record their hypothesis in different ways such as using a camera to take photos if they are constructing with physical building block materials, write a set of listed instructions, or even write a diary type piece as if you were one of the builders. Pupils to select and organize own preference for investigation according to available resources. Paired building activity Once pupils have begun their independent work either on own or in pairs as desired show pupils in groups the pyramid building model video. Ask does this change how they thought the pyramids might have been constructed? W they choose to edit or change their written plans? Share and discuss the pupil investigations and ideas.
Plenary:	Avoiding misconceptions about Ancient Egyptians and their relationship with the death. Explain that we do have a misunderstanding that the ancient Egyptians were obsessed with death and because we have the evidence the great Egyptian pharaohs were buried in tombs within the pyramids, and this grandeur and importance was placed on these rituals that Egyptians were only interested in death. Ask the class why we think this is so? It's because a lot of our ancient Egyptian knowledge comes from the artefacts that we have discovered in tombs. Watch the video clip here which comes from the curator of Egypt and Sudan at the Manchester Museum where he explains this misunderstanding. Also show this clip of the Soul house which gives us through the found tomb artifact an insight into everyday life and living in ancient Egypt times.