

Curriculum

Week Commencing: 6.12.2021

This Week

Day 1: Ancient Egyptians
(Mummification)

Day 2: Ancient Egyptians (Tutankhamun)

Day 3: Handwriting

Day 4: Music

Day 5: PE

Day 1- Egyptians

Watch the video below which describes the process, pay close attention!

<https://www.youtube.com/watch?v=4FiM8S2nSg>

TASK 1: Draw a diagram which describes the process of mummification.

Starter: You are an Egyptian Embalmer

Watch the video of the embalming process carefully...

This will then be your job for today.

Pay attention! This is an important ritual!

WHAT DO YOU THINK A RITUAL IS?

Mummification

Starter: You are an Egyptian Embalmer

How did you do?

How to Make a Mummy



1

Wash the body with palm oil and water from the river.



2

Next, pull out the brains through the nostrils using a hook. Fill the skull with sawdust or resin.



3

Cut out the internal body organs (except the heart). Put the liver, lungs, intestines and stomach in canopic jars to dry.



4

Cover the body with natron salt. Leave it to dry for 40 days.



5

After the 40 days, remove the natron and pack the body with straw, dried grass and linen.



6

Apply make up, fake eyes and hair to make it look nice.



7

Wrap the body in linen fabric, adding amulets and a Book of the Dead.



8

Finally, place the mummy in a sarcophagus and move to the pyramid.

Mummification

What is a Mummy?

A mummy is a body that has been preserved after death, it could be a human or an animal.



Name two people in ancient Egypt who might have been embalmed.
Why do you think this?

Why did the Egyptians preserve bodies?

The Egyptians believed that when they died their soul left their bodies. After they were buried their soul would return and together with the body would live forever in the afterlife when the world had ended. Unless their body was preserved, it would be no good in the afterlife.

Did all Egyptians preserve bodies?

Not everyone could afford to, it was a very expensive process that took around 70 days to complete.



Mummification: The process

How did the mummification process start?

The first ancient Egyptians didn't go through the long mummification process, they just buried people in small pits in the sand. The bodies dehydrated in the dry heat of the desert, preserving them naturally.

The downside to this was the risk of the bodies being eaten by wild animals. You didn't want to enter the afterlife with a half-eaten body after all. To stop this happening they started using coffins, but when the bodies weren't lying on the sand they didn't dehydrate so they decayed.

By 3400BC they had developed the method they are famous for today.

What effect do you think the hot climate had on bodies after death?

What happened to the canopic jars when the death rituals had finished?

What was the process?

The body was taken to a place called the Beautiful House. It wasn't as beautiful as the name suggests!

The body was cleansed with palm wine and rinsed with water from the River Nile.

Sometimes they would use a slatted bed on a slant. This would let fluids drain off and out of the body, and allow them to wrap the strips of linen around the body.



Organs

A cut was made on the left side of the body and the organs removed to stop the body decomposing.

The liver, lungs, intestines and stomach were washed, dried in **natron** and either wrapped in cloth to place in the body later or stored in **canopic jars**.

The heart, responsible for intelligence and emotion, was left in the body as it was needed in the afterlife.

Natron is a natural salt.



You are the Embalmer!

Mummification

Now that we are master embalmers, shall we try out the mummification process even further? Let's do it!

Make Your Own Mummified Fruit

The Ancient Egyptians used a method similar to this in order to preserve bodies in the mummification process. After the brains and internal organs were removed, the body needed to be dried so that it didn't rot. This was done using natron. We are going to recreate this drying part of the process by making our own natron and drying out some fruit.

You Will Need:

- Half an apple or 2 tomatoes
- Knife (for carefully cutting the apple or tomato)
- 80g of salt
- 40g of baking soda
- 2 plastic cups
- Optional: If using a tomato, you will need a teaspoon as well.

Instructions for the Apple:

1. Cut the apple in half (you will only need one half) and half again.
2. Put a quarter of the apple into each cup.
3. Mix together the salt and baking soda. This is our natron.
4. Pour the salt mixture into only one cup, making sure the apple piece is completely covered.
5. Leave both the covered and uncovered apple pieces in their cups, somewhere out of direct sunlight, for one week.
6. After one week, uncover the salty apple piece and compare the two apple pieces.



Can you try the process with a tomato? Remember to ask an adult to cut your apple/tomato!

If you cannot source fruit or vegetables, your task is to draw a picture and make a prediction based upon what you think will happen.

Write your predictions and observations in your home learning book.

Day 2 - Ancient Egyptians

- In the previous session we learnt about the pharaoh, their role and why they were important.
- What ritual was important?
- Why might there be problems taking riches to the Afterlife?
- **Today** we will learn about famous pharaohs - **can you name one?**

Pharaohs

Let's be historians and use some sources to help us to think about some questions. A source is something we use in history, that helps give us information, they are primary and secondary. How can you find out what this means? What does each source tell you?

Source 1

GOLD CASED MUMMY OF TUTANKHAMUN IS FOUND IN COFFIN

Opening of the sarcophagus reveals Pharaoh as he was laid to rest 3,300 years ago. Spectacle is dazzling. Case is colossal in size and is a beautiful and artistic likeness of the king. It has crown and sceptre. Arms repose across his breast and faded wreath of olive leaves still remains on its head.
The Times Newspaper

Glossary

| | |
|-------------------------------------------|---------------------------------------------------|
| Sarcophagus - a coffin | Pharaoh - ancient Egyptian ruler (king) |
| Colossal - enormous | Sceptre - heavily decorated stick |
| Repose - rest | Spectacle - a dazzling event or object to look at |
| Wreath - arrangement of flowers or leaves | |

Source 4

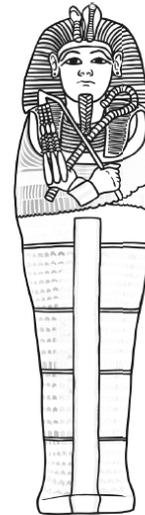
At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold - everywhere the glint of gold. For the moment - an eternity it must have seemed to the others standing by - I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously,

'Can you see anything?'

It was all I could do to get out the words,

'Yes, wonderful things.'

Howard Carter, 1923.



Glossary

| | |
|------------------------------|------------------------------------------|
| Chamber - room | Presently - at that moment |
| Accustomed - get used to | Emerged - could be seen little by little |
| Suspense - waiting nervously | Inquired - asked |
| Anxiously - nervously | |

Who Was Tutankhamun?



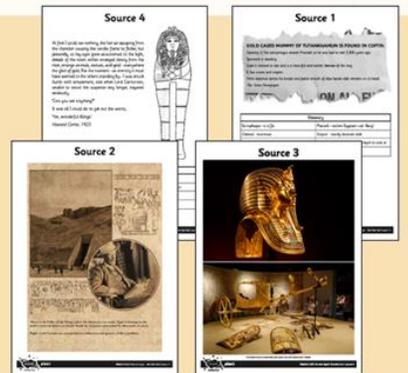
Open your mystery source.

1. What does your source tell you?

Write down three things that you now know from examining your source.

2. Why do you think it was written (or photographed)?

Ask two questions about why somebody created your source.



Tutankhamun

This is the most famous pharaoh in Ancient Egypt, Tutankhamun took the throne when he was 9 years old and reigned for 9 years until his death aged 18. His tomb was discovered by a group of archaeologists in 1922.

Let's look at your sources and some more, what did you think the purpose of your source was?

Who Was Tutankhamun?

| What type of source did you have? | What does the source tell you? | Why do you think it was written (or photographed)? |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Source 1: Newspaper article | <ul style="list-style-type: none">• 3,300 year old sarcophagus• Beautiful• Crown and sceptre | It was written for the British people to read. |
| Source 2: Newspaper pictures | <ul style="list-style-type: none">• A tomb was found• The tomb was guarded• Lord Carnarvon led the dig | It was written to show people the environment where the tomb was found. |
| Source 3: Photographs | <ul style="list-style-type: none">• The objects from the tomb were covered in gold• There was a range of types of objects found• <u>Tutankhamun</u> must have been important | These photographs were taken to show the world how wealthy the pharaoh must have been. |
| Source 4: Diary or recount | <ul style="list-style-type: none">• It was dark in the chamber• Howard Carter found animals, statues and gold• Howard Carter could see "wonderful things" | It was written to retell the events of the discovery from the writer's point of view. |

Tutankhamun

Here is some information about the discovery of Tutankhamun and a diary entry from Howard Carter, the man who led the group of archaeologists.

Tomb Raider Time!

Now we are going to learn about one of the most famous discoveries of an Ancient Egyptian tomb.

- The year is 1922. You are an archaeologist on the team of a prominent Egyptologist called **Howard Carter**.
- During some excavation work, Carter's team discovered a stairway leading down to a sealed doorway. He used a chisel to make a hole and he could see by candlelight that there were treasures inside.
- Read Carter's diary extract on the next slide.



26th November 1922

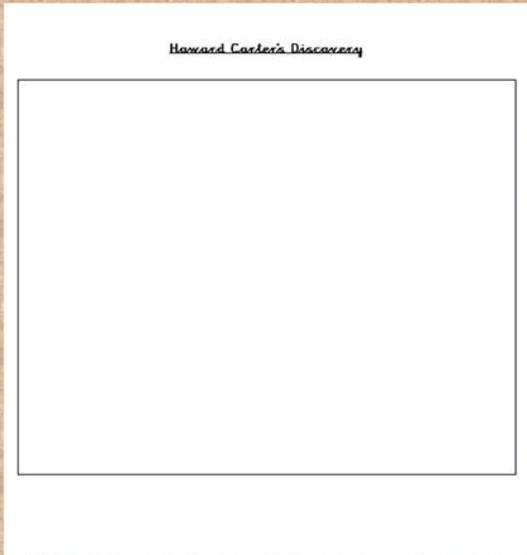
At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold — everywhere the glint of gold. For the moment (an eternity it must have seemed to the others standing by) I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously, 'Can you see anything?' It was all I could do to get out the words, 'Yes, wonderful things.'

Then, widening the hole a little further, so that we both could see, we inserted an electric torch.

How might you have been feeling at this time?

The Discovery

MAIN TASK: *Howard Carter's Discovery*



Draw a picture of what you might have found in the tomb as part of Howard Carter's archeology team.

Use the information sheets to help you.

FURTHER CHALLENGE: Write a paragraph describing what you have found

Tutankhamun The Boy King Who Was He?



Who found his tomb?

The tomb was found by a group of researchers lead by Howard Carter. The reason why Tutankhamun is one of the most famous and talked about pharaohs is because his tomb was only found in 1922, which means that all of the treasures and the body inside have been left in very good condition. Carter knew where to look because he worked out from other important finds that the tomb would be in the Valley of the Kings. A cup found by a man named Theodore Davis, with Tutankhamun and his wife on it, was a clue that Carter said helped him find the tomb of the Boy King.

What they found inside

Inside the tomb they found over 3000 treasures that were put in for Tutankhamun to take with him into the afterlife. Many of the items were made from, or covered in, gold, only fitting for a king to own. The tomb itself was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus.

Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place for a king.

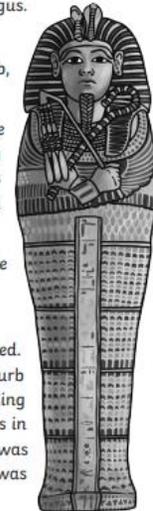
Normally, all the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. Many historians also believe that the tomb itself was not made for him in the first place and the burial chamber and decorations were added later.



The images on the walls were from a ritual called the 'opening of the mouth'.

The curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers over any who disturb them. It started with Lord Carnavon; the man who paid for the dig of King Tut's tomb died soon after it was opened. As soon as he died, all the lights in Cairo went out mysteriously. Other stories are that Carter's pet canary was killed by a cobra and Carnavon's dog died the same night. Some think it was a germ but others say it was magic.



Day 3- Handwriting

Handwriting - hi



Learning Intention: To practise using a diagonal joining line.

Success Criteria:

On Fire: I can join my handwriting consistently across all subjects showing clear ascenders and descenders.

I can use new words, which I have learnt during handwriting lessons in my writing.

Hotter: I can join my handwriting consistently across showing clear ascenders and descenders.

Hot: I can form all of my letters correctly making sure that they are the same size and easy to read.

Day 3- Handwriting

Getting ready to write

1. Posture:

Are you sitting comfortably with both feet on the floor?



2. Pen Hold:

Are you holding your pencil correctly?



3. Paper Position:

Is your paper at the correct angle?



Day 3- Handwriting

Task 1: Practise the pattern

hihi hihi hihi

Your turn - copy a whole line into
your books

What is a suffix?

Task 2: Practicing suffixes

ship ship ship ship ship
ment ment ment ment ment
ness ness ness ness ness
less less less less less

Your turn - copy a whole line of
each set of suffixes into your books

Day 3- Handwriting

Task 3: Practicing suffixes to make a new word

dictator + ship = dictatorship

false + hood = falsehood

govern + ment = government

Your turn - copy each word on to a whole line in your books

Task 4: Practise the sentence



I can see Viking ships!

Your turn - copy into your books
three times

Day 3- Handwriting

Extension:

Choose the correct word to finish these sentences. Copy these sentences in to your book:

- 1 King Alfred was determined to overthrow Lord Guthrum, who had established a *dictator/dictatorship*.
- 2 In an act of *false/falsehood*, Alfred put on a dress as a disguise.
- 3 Alfred defeated the Vikings in 878 and established a just and fair *govern/government*.



Day 4 - Music



Can you remember ...

What is rhythm? Why is it important in music?

https://www.youtube.com/watch?v=BogW-2X_X6k

Recap - Can you remember verse 4?

Mamma mia, here I go again
My my, how can I resist you?
Mamma mia, does it show again?
My my, just how much I've missed you
Yes, I've been brokenhearted
Blue since the day we parted
Why, why did I ever let you go?
Mamma mia, even if I say
Bye bye, leave me now or never
mamma mia, it's a game we play
Bye bye doesn't mean forever

Mamma mia, here I go again
My my, how can I resist you?
Mamma mia, does it show again?
My my, just how much I've missed you
Yes, I've been brokenhearted
Blue since the day we parted
Why, why did I ever let you go
Mamma mia, now I really know
My my, I could never let you go

Practise verse 4 and then play the You Tube video.

What moves can you add that reflect the rhythm?

Can you find the pulse?

Day 5- PE

Remember to WARM UP

Why is it important to warm up?

What happens to our heart?

What else should we do to our muscles?



Day 5- PE

Choose which activity you would like to complete.

You can pick more than one if you wish!

Get your family to join in.

Day 5- PE

What you need: any soft household items (ask an adult)

- ✓ *Working with someone else, see who can maintain a balance for the longest time whilst the other person balances objects on them.*
- ✓ *Where can you balance the objects?*
- ✓ *What type of balance can you do? (superhero, cartoon, animal, 1 point, 2 point, etc.)*



Balance Challenge

Day 5- PE

What you need: one or more players, a piece of paper, a pen and a stopwatch or clock.

- ✓ *Find an object beginning with the letter A, bring it back to the start and write the object on the piece of paper.*
- ✓ *Continue for the rest of the alphabet.*
- ✓ *Playing against someone else? Who can complete the alphabet in the quickest time?*



Alphabet Scavenger Hunt

Day 5- PE

What you need: some toys and two pillows.

- ✓ *Place your toys around the room randomly.*
- ✓ *Imagine the space between your start line and the toys is a river, use your pillows as rafts and cross the river to collect the toys one at a time.*
- ✓ *How many toys can you collect in 3 minutes?
(watch out for the crocodiles)*



Cross the river

Day 5- PE

What you need: a small space and some determination.

- ✓ *Complete 10 sit ups and 5 star jumps, then go down by 1 sit up and up by 1 star jump each round.*

Round 1 – 10 sit ups, 5 star jumps

Round 2 – 9 sit ups, 6 star jumps

Round 3 – 8 sit ups, 7 star jumps

Etc.....



Down from 10, up from 5

Day 5- PE

What you need: a small space and a great attitude.

10 x Burpees

9 x Tuck Jumps

8 x Lunges

7 x Star Jumps

6 x Press Ups

5 x Touch your toes, reach for the sky

4 x Sit Ups

3 x Squats

2 minute run on the spot

1 minute plank



EYFS Active Challenge