

The Abbey Hill CURRICULUM

How powerful are
The Pyramids?

Achieving our dreams together





How powerful are the pyramids?

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Key Idea:



Step into the mysterious world of Ancient Egypt, where the Nile River flowed with life and powerful pharaohs ruled as gods. This incredible civilization, born over 5,000 years ago, gifted the world with inventions like hieroglyphics, a solar calendar, and techniques that still shape how we build today. From the awe-inspiring pyramids and tombs of mighty rulers like Nefertiti, to the fateful discovery of King Tut's untouched tomb—his treasures and secrets still hold the key to Egypt's greatest mysteries.

We will:



Contribute a gallery to our School Museum, showcasing learning about The Ancient Egyptians.

Core Text:



Totally Chaotic History:
Ancient Egypt Gets Unruly!



Core Knowledge



- 1.The Ancient Egyptian civilisation started around the same time as the Sumerians and the Indus Valley.
- 2.Initially villages were built along the Nile River, providing water, food, and travel.
- 3.The Egyptians invented a solar calendar, hieroglyphics, and advanced farming techniques and building methods.
- 4.The Egyptians believed in over 2,000 gods and goddesses and thought life continued after death.
- 5.Egypt was ruled by pharaohs believed to be gods on Earth with great power.
- 6.E&D: [Nefertiti was an influential queen in Ancient Egypt, and her reign is often linked to the architectural and cultural developments, including the monumental pyramids and tombs.](#)
- 7.The untouched tomb of Tutankhamun was discovered in 1922, showing mummification and treasures for the afterlife.
- 8.The Ancient Egyptians invented ways to measure time, build large structures, and record history, influencing later civilisations.
- 9.The achievements of Ancient Egypt are still admired today.

Disciplinary Knowledge



Being a Historian:

Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.

Know some key people in historical events and say why they were important.

Know that observations can be made to identify comparisons.

Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Know that a range of historical sources can be used to help us learn about the past e.g. letters, speeches, photographs.

Know that sources can be used to provide answers to questions posed.

Know that there are different versions of the same event and that reliability may be inconsistent

Being a Geographer:

Know geographical similarities and differences of a feature of physical geography (e.g. rivers)





What the pupils do	Write diary pages as Howard Carter describing key moments of discovery. Include feelings and observations. Illustrate pages with drawings or printed images. Share diaries in pairs or small groups.
Evidence	Diary pages for gallery display.
Adaptation	Chunking – break diary writing into guided sections with scaffolds.

Lesson 7 – What can we figure out about Tutankhamun from the evidence?

Section	Details
Learning Intention (NC)	Investigate evidence about Tutankhamun’s life and death.
Disciplinary Knowledge	Know sources can provide answers to questions. Some may be more useful than others.
Key Knowledge	Experts use clues from artefacts, his body, and records to form theories.
What the teacher does	Provide a selection of artefact replicas, CT scan images, letters, and photos. Model how to pose questions about evidence and make inferences. Support pupils to record observations and theories clearly.
What the pupils do	Work in pairs or small groups as archaeologists to examine evidence. Record observations and propose theories about Tutankhamun’s life and death. Present findings orally or in writing.
Evidence	Evidence sheets with “Our theory” section, displayed with artefact replicas.
Adaptation	Preteaching – model historical inquiry with simple evidence beforehand.

Lesson 8 – What stories did wall paintings tell?

Section	Details
Learning Intention (NC)	Understand the purpose of Egyptian wall paintings.
Disciplinary Knowledge	Know sources can help us answer questions about the past.
Key Knowledge	Wall paintings told stories of daily life, gods, and journeys to the afterlife.
What the teacher does	Show examples of Egyptian wall paintings with close-ups on symbols and colours. Explain the meaning behind key symbols and colours. Model how to plan a narrative wall painting using simple sketches and captions. Provide templates and examples.
What the pupils do	Create their own wall paintings on large paper or card using natural tones. Include symbols and simple captions telling a story (e.g.,





	daily life or a religious scene). Share work in pairs or small groups explaining their stories.
Evidence	Wall painting artworks mounted for school gallery or corridor display.
Adaptation	Dual Coding – display symbol charts and colour keys throughout the lesson and workspace.

Lesson 9 – Who was Nefertiti and why do we still talk about her?

Section	Details
Learning Intention (NC)	Explore the importance of Nefertiti in Ancient Egypt.
Disciplinary Knowledge	Know key people in events and why they were important.
Key Knowledge	Nefertiti influenced religion, art, and architecture. Her image remains iconic.
What the teacher does	Show images of Nefertiti’s bust and related artefacts. Tell her story, focusing on her influence. Model writing an interview question and answer in role as Nefertiti. Provide a magazine-style template for pupils to complete.
What the pupils do	Write an interview with Nefertiti, taking the role of a reporter. Create questions and imagined answers based on facts learned. Decorate pages with pictures and borders. Work independently or in pairs.
Evidence	Magazine-style interviews with creative layouts, displayed in gallery or books.
Adaptation	Environment – provide a calm, creative workspace with materials to support focused writing.

Lesson 10 – What should we put in our Ancient Egypt gallery?

Learning Intention (NC)	Consolidate knowledge and prepare for a school gallery showcase.
Disciplinary Knowledge	Apply all disciplinary skills from previous lessons.
Key Knowledge	Ancient Egypt’s power, beliefs, and achievements still influence us today.
What the teacher does	Guides pupils to select and prepare work for exhibition. Sets up themed gallery areas.
What the pupils do	Curate, label, and present selected work (with explanations). Act as gallery guides if possible.
Evidence	Full school gallery with work from at least 6 lessons.
Adaptation	Relational Approaches – collaborative, mixed-ability gallery prep teams.





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HOW POWERFUL ARE THE PYRAMIDS?

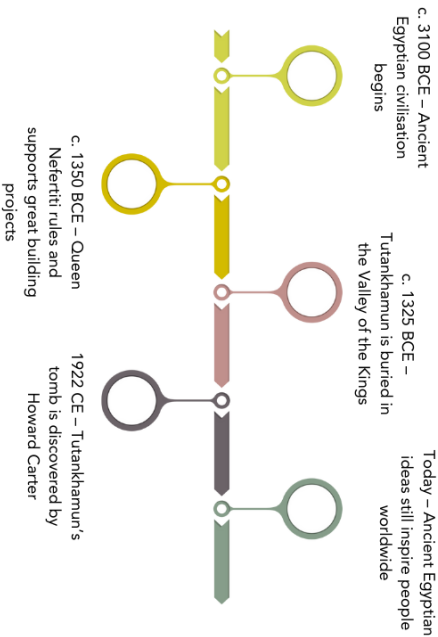
Imagine living by a mighty river, in a land of golden deserts, towering pyramids, and powerful pharaohs. The Ancient Egyptians were brilliant thinkers, builders, and believers in the afterlife. Their incredible ideas still influence the world today.

What would it feel like to be part of such an extraordinary civilisation?

KEY KNOWLEDGE

- Ancient Egypt began around the same time as the Sumerians and the Indus Valley civilisation.
- Early Egyptian villages were built along the Nile, which gave water, food, and a travel route.
- The Egyptians invented hieroglyphics, a solar calendar, and clever ways to farm and build.
- They believed in over 2,000 gods and thought life continued after death.
- Pharaohs ruled Egypt and were seen as living gods with great power.
- Queen Nefertiti influenced Egyptian culture, including grand buildings and tombs.
- Tutankhamun's tomb, found in 1922, showed how Egyptians prepared for the afterlife.
- The Egyptians developed ways to measure time and write history.
- Their amazing achievements are still admired across the world.

EGYPTIAN TIMELINE



FAMOUS 3



Tutankhamun – The boy king whose tomb was discovered almost completely intact in 1922.



Nefertiti – A powerful queen who supported art, culture, and grand buildings.



Howard Carter – The archaeologist who uncovered Tutankhamun's tomb in 1922.

GLOSSARY

- Pharaoh** – A ruler of Ancient Egypt.
- Hieroglyphics** – A system of writing using pictures and symbols.
- Mummification** – The process of preserving a body for the afterlife.
- Afterlife** – The belief in life after death.
- Nile** – The longest river in the world, vital for Egyptian life.
- Tomb** – A special place where the dead were buried.
- Luxor** – The modern city near the Valley of the Kings.
- Trade route** – A path used for trading goods between places.



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