

The Abbey Hill CURRICULUM

How powerful are
The Pyramids?

Achieving our dreams together





How powerful are the pyramids?

3



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)



Achieving our dreams together





Lesson 1 – What do Ancient Egypt, Sumer and the Indus Valley have in common?

Section	Details
 Learning Intention (NC)	Know the achievements of the earliest civilisations: Ancient Egypt, Sumer, and the Indus Valley.
 Disciplinary Knowledge	Know that a timeline can be divided into BC and AD. Know that observations can be made to identify comparisons.
 Key Knowledge	The Ancient Egyptian civilisation started around the same time as the Sumerians and the Indus Valley.
 What the teacher does	Introduces a large floor timeline (rope or masking tape) with BC/AD labelled clearly. Shows a short animated overview of each civilisation. Provides a bank of high-quality, captioned images (buildings, writing, artefacts, maps, rulers). Models how to place images chronologically. Uses guided talk to prompt early comparisons (e.g., “Which two used pictures for writing?”).
 What the pupils do	In groups, handle and place printed picture cards for each civilisation on the floor timeline. Match images to names and captions. Work in small teams to compare two images from different civilisations (e.g., temples, rulers, writing) and discuss what’s similar or different. Create a mini poster or double-page spread showing 2–3 things they noticed.
 Oracy	 Plenary – Thinking through talk: “ <i>These are similar because...</i> ” (explain ideas using reasons and examples)
 Evidence	Visual comparison poster showing images and captions of key similarities/differences.
 Adaptation	Preteaching – introduce key civilisation names and timeline concepts in advance using simple visuals.

Lesson 2 – Why was the River Nile so important?

Section	Details
 Learning Intention (NC)	Understand the importance of physical geography (rivers) in the development of Ancient Egypt.
 Disciplinary Knowledge	Know geographical similarities and differences of a feature of physical geography (e.g., rivers).
 Key Knowledge	The Nile provided water, food, transport, and fertile land for farming and building villages.
 What the teacher does	Shows a map of Egypt highlighting the Nile’s path. Demonstrates how to make a physical collage map using tissue (water), sandpaper (desert), green felt (fertile land), and card (homes, boats, animals). Models adding lift-the-flap facts for farming, fishing, and flooding. Uses dual-coded labels during demonstration.
 What the pupils do	Create their own A3 physical map of the Nile using collage materials. Add flaps with handwritten facts under them (e.g. “The Nile floods





	each year and leaves rich soil behind”). Include a legend and compass rose. Add drawings or printed mini images of settlements, crops, and boats.
Oracy	During Learning – Using vocabulary: “ <i>The Nile is important because...</i> ” (use topic-specific vocabulary to explain ideas)
Evidence	Collaged physical Nile maps with labelled flaps and captions, mounted for display.
Adaptation	Dual Coding – provide vocabulary mats with images (e.g. crops, boat, silt, flooding) to support all learners.

Lesson 3 – What did a Pharaoh actually do?

Section	Details
Learning Intention (NC)	Understand the role of Pharaohs and their significance in Ancient Egypt.
Disciplinary Knowledge	Know some key people in historical events and say why they were important.
Key Knowledge	Pharaohs were seen as gods on Earth and had ultimate power in religion, politics and building projects.
What the teacher does	Tell pupils about the powers and responsibilities of Pharaohs using images and short video clips. Build a class mind map of Pharaoh duties on the board (e.g. making laws, leading armies, building temples). Model how to turn key facts into persuasive sentences. Show an example Pharaoh job advert with headings, rhetorical questions, and eye-catching layout. Provide sentence openers and word banks.
What the pupils do	Write a persuasive job advert for a new Pharaoh. Include a title, bullet points for responsibilities, and a short persuasive paragraph (e.g. “Could YOU rule Egypt?”). Add a drawing or decoration. Optional: perform their advert as a speech.
Oracy	During Learning – Thinking through talk: “ <i>A Pharaoh is important because...</i> ” (explain ideas using reasons)
Evidence	Illustrated Pharaoh job adverts for display, including persuasive features and clear layout.
Adaptation	Chunking – break the writing task into steps using sentence starters and a writing frame.

Lesson 4 – Content covered by Partake History visit in 2025

Section	Details
Learning Intention (NC)	Understand Ancient Egyptian beliefs about the afterlife and tomb building.
Disciplinary Knowledge	Know that a range of historical sources can be used to learn about the past.
Key Knowledge	Tombs, pyramids and mummification show belief in the afterlife and status of Pharaohs.





👤 What the teacher does	Visit from Partake Theatre covers this knowledge.
👦 What the pupils do	Visit from Partake Theatre covers this knowledge.
💡 Oracy	← END Plenary – Listening and responding: “ <i>I learnt that... I also think...</i> ” (build on others’ ideas)
📷 Evidence	Photos and/or pupil reflections from the session.
🔧 Adaptation	Relational Approaches – support pupils’ engagement through mixed-ability groupings and adult facilitation.

👤 Lesson 5 – How did Egyptians write things down?

Section	Details
🧠 Learning Intention (NC)	Learn about hieroglyphics and how Egyptians recorded history.
🕒 Disciplinary Knowledge	Know that many aspects of life change over time; some things stay the same.
📖 Key Knowledge	Egyptians used hieroglyphics on stone, papyrus, and walls to record life and beliefs.
👤 What the teacher does	Tell pupils about hieroglyphics using symbol cards and decoding charts. Model decoding and writing simple messages. Show examples of papyrus scrolls and carvings. Provide sentence starters and vocabulary mats.
👦 What the pupils do	Decode hieroglyphic messages using provided keys. Write their own name or short message in hieroglyphs on paper designed to look like papyrus scrolls. Decorate and share with peers. Work in pairs for peer support.
💡 Oracy	🧠 During Learning – Listening and responding: “ <i>I agree because...</i> ” / “ <i>I would add...</i> ” (build on others’ ideas)
📷 Evidence	Hieroglyphic scrolls displayed in the classroom or gallery.
🔧 Adaptation	Relational Approaches – pair work and peer modelling to support understanding.

👤 Lesson 6 – Who was Howard Carter and what did he discover?

Section	Details
🧠 Learning Intention (NC)	Learn about the discovery of Tutankhamun’s tomb in 1922.
🕒 Disciplinary Knowledge	Know different versions of events exist; reliability varies.
📖 Key Knowledge	Howard Carter found Tutankhamun’s tomb full of treasures, untouched for 3,000 years.
👤 What the teacher does	Tell the dramatic story of the discovery using original photos and quotes. Show a timeline of the excavation. Model writing diary entries describing emotions and findings. Provide guided prompts and sentence starters.





👤 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.
🧠 Oracy	👉 Plenary – Presenting and leading talk: share ideas clearly to a group using expression
📄 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.
🧠 Oracy	🧠 During Learning – Thinking through talk: “We think... because...” (explain ideas using reasons and examples)
📄 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.,





 Evidence	Full school gallery with work from at least 6 lessons.
 Adaptation	Relational Approaches – collaborative, mixed-ability gallery prep teams.



HOW POWERFUL ARE THE PYRAMIDS?

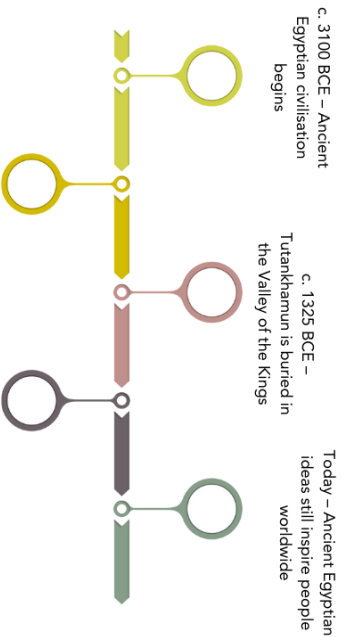
Imagine living by a mighty river, in a land of golden deserts, towering pyramids, and powerful pharaohs. The Ancient Egyptians were brilliant thinkers, builders, and believers in the afterlife. Their incredible ideas still influence the world today.

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.

TOPIC TIMELINE



FAMOUS



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.



Achieving our dreams together