

## Religion and Belief in Ancient Egypt – lesson plans

### Lesson Plan 1: What did Ancient Egyptians Believe?

Summary	Pupils to have some prior introduction to Ancient Egypt. Pupils compare religion today with the belief system of the Ancient Egyptians
Related Interest	Wall paintings, gods and preparation for the afterlife.
Age Levels	Key Stage 2
Difficulty	Difficult
Objectives	To compare and contrast ancient beliefs with modern and understand the similarities and differences in context.
Lesson Plan	<p><b>Starter:</b> Q&amp;A session/brainstorm. What do pupils think religion is? How many pupils go to church/temple? Why do people go to church/temple? Who or what do Christians believe in? Who created the world and all the things in it according to Christians? How? Reinforce learning with visual aids from teacher support materials.</p> <p><b>Main Activity:</b> Pupils to practice the skill of summarising. Teacher to provide story board template and pupils to pick out what they feel are the 6 most important parts of the story and produce a story board with captions. They must plan this carefully so that they fit all of the story in. To differentiate for additional support, pupils could be given the start, middle and end and they fill in the blank parts.</p> <p><b>Plenary:</b> Some pupils picked to present their storyboards. Discussion of which parts of the story the pupils think are the most important. Why do they think that? How far does the story of Adam and Eve explain how the world was created? Based on what pupils have learnt, why do pupils think that Christians worship God?</p>
Additional resources	Lesson Plan 1 support details and links to relevant resources.
Taking it further	Pupils could take this further or replace Christianity by exploring other modern religion creation stories. They could also look into which questions about the world the creation story does not answer.
Possible Cross Curricular links	<p>Religion - Pupils can explore other religions too.</p> <p>Art &amp; Design - effectively presenting date information in a visual way</p> <p>Literacy, summarisation skills.</p>

## Lesson Plan 2: What did Ancient Egyptians Believe? (part 2)

Summary	Pupils to have some prior introduction to Ancient Egypt. Pupils compare religion today with the belief system of the Ancient Egyptians. This builds upon a previous lesson in which pupils have looked at the Christian creation story.
Related interest	Wall paintings, gods and preparation for the afterlife.
Age Levels	Key Stage 2
Difficulty	Difficult
Objectives	To compare and contrast ancient beliefs with modern and understand the similarities and differences in context.
Lesson Plan	<p><b>Starter:</b> How long ago did Ancient Egyptians live? Pupils to use timeline to set them in context to Ancient Greece, Rome and the birth of Christianity along with other events that they may have studied in order to provide signposts. They can do this through a match up exercise using smartboard, paper, or through standing and seeking out their pairing. Teacher support materials provide dates.</p> <p><b>Main Activity:</b> Pupils watch the Ancient Egyptian creation story (teacher support notes) They have only 2 minutes to do this. They work in groups on a collective memory task. They are given a blank template of the Ancient Egyptian creation story and they must work as a group to make sure that they fill as many parts of the story as possible. They have 5 minutes to do this. Each group is in competition with the other. When time is up, check the progress of each group. One person from each group can then act as a spy and select another group to find parts of the story that they may have missed. This continues until each group has the story complete. Once the story is complete, each group could be asked to dramatise if there is time.</p> <p><b>Plenary:</b> Pupils should do comparison work. How far does this story help to explain the world? How is it similar/different to the Christian creation story? Are there any reasons for this? Is this explanation for the creation of the world different or similar to other ancient religions?</p> <p>Pupils will need to examine their storyboard of the Ancient Egyptian creation story alongside that of Christianity produced in a previous lesson. They should discuss and take note in their groups of any similarities and differences. Then should follow a Q&amp;A session and class brainstorm. What are the key similarities and differences? The key difference to be drawn out is that of Egyptians believing in lots of different</p>

	gods, not all human form (polytheistic).
Additional resources	Lesson Plan 2 support details and links to relevant resources.
Taking it further	Pupils could be encouraged to compare the creation story of Ancient Egypt to that of Ancient Greece. What other similarities and differences exist? Are there any reasons for this?
Possible Cross Curricular links	Religion - Pupils can explore other ancient religions too. Maths - ordering of time

### Lesson Plan 3: Who were the Egyptian gods?

Summary	Building on previous introduction to the concept of religion and religion in Ancient Egypt, pupils then explore the Egyptian gods.
Related Interest	Wall paintings, gods and preparation for the afterlife
Age Levels	Key Stage 2
Difficulty	Medium
Objectives	To recognise the Egyptian gods/godesses and what they represented.
Lesson Plan	<p><b>Starter:</b> Pupils to recap idea that Ancient Egypt had many gods. They should be introduced to images of the key gods.</p> <p><b>Main Activity:</b> Pupils to use gods research sheet and carry out research through quest history and other internet based research to complete.</p> <p><b>Plenary:</b> Design your own modern god for something that you think is important to look after today. What would it look like?</p>
Additional resources	Lesson Plan 3 support details and links to relevant resources.
Taking it further	Pupils could be encouraged to provide a rationale for their god, and design a creation story for it, based on what they have learnt about previous creation stories. This could take the form of an additional literacy exercise. Pupils could also use art and design to produce a larger image of their god.
Possible Cross Curricular links	Art and design - creating images of gods ICT - computer research Literacy - story creation.

## Lesson Plan 4: What significance did animals have in Ancient Egypt?

Summary	Building on previous work on Egyptian gods, pupils to explore the significance of animals in Ancient Egyptian culture.
Related Interest	Sacred animals
Age Levels	Key Stage 2
Difficulty	Medium
Objectives	To recognise the importance of animals to the Egyptians and what they represented. To find primary examples of the significance of animals.
Lesson	<p><b>Starter:</b> Animals used to represent ideas today - i.e the cunning fox (reference to the gingerbread man could be made here), the strong ox, the batty bat, the loyal dog, the cheeky monkey etc... pupils to be shown images or read excerpts of relevant stories and see if they can guess the association. Pupils then shown that Egyptians also used animals to represent things.</p> <p><b>Main Activity:</b> Pupils to complete a match up exercise. What did animals mean to the Ancient Egyptians? Pupils to match the animal with the meaning according to the template provided. This can be adapted for use on smartboard or in any other way.</p> <p><b>Plenary:</b> A question of Egyptian animals. The game format can be downloaded from the link in the teacher support materials and then adapted with images. A good game to play as a class.</p>
Additional resources	Lesson Plan 4 support details and links to relevant resources.
Taking it further	Pupils could make their own versions of the plenary game and for depth of knowledge, could be encouraged to focus on one animal and trace the significance over time using a timeline. They could create a myth for this animal
Possible Cross Curricular links	Art and design - creating images of gods ICT - computer research Literacy - story creation.

## Lesson Plans 5-6: Why did the Egyptians build temples, tombs and pyramids? What were they like?

Summary	Pupils will examine some of the archaeological evidence of temples, tombs and pyramids and then construct their own.
Related interest	Pyramids at Giza, Valley of the Kings, Carter and Carnarvon
Age Levels	Key Stage 2
Difficulty	difficult
Objectives	To understand why the Egyptians built temples and what they may have looked like.
Lesson Plan	<p><b>Starter:</b> Pupils to explore a computerised reconstruction of an Egyptian temple and/or a pyramid/tomb</p> <p><b>Main Activity:</b> Using the reconstructions and archaeology, pupils to build/design their own.</p> <p><b>Plenary:</b> Why did the Egyptians build these things?</p>
Additional resources	Lesson Plan 5/6 support details and links to relevant resources.
Taking it further	Pupils to investigate further how these structures were built with the technology of the time.
Possible Cross Curricular links	<p>Religion - beliefs.</p> <p>Design and Technology</p> <p>Maths - building calculations</p>

## Lesson Plans 7-9: How did the Egyptians commemorate religious festivals?

Summary	Pupils will compare modern festivals to Ancient Egyptian ones. They will hold an Ancient Egyptian festival.
Related Interest	Shabtis, gods, flow of the Nile
Age Levels	Key Stage 2
Difficulty	Medium
Objectives	To understand how Egyptians celebrated religious festivals. To examine how their practices differ from our own.
Lesson Plan	<p>Lesson 1:</p> <p><b>Starter:</b> Pupils to look at the story and celebrations involved in modern religious festivals. This could be several, or one specific that fits in with the calendar e.g. Diwali, Easter, Christmas, Ramadan... Pupils are introduced to the story of the chosen festival/s</p> <p><b>Main:</b> Pupils explore the celebrations and make a marker of the event - e.g. divas, palm crosses etc</p> <p><b>Plenary:</b> What other things usually accompany these festivals?</p> <p>Lesson 2:</p> <p><b>Starter:</b> Pupils look at story of the festival of Opet or Sokor.</p> <p><b>Main:</b> Pupils research and make preparations for their own version of the festival</p> <p><b>Plenary:</b> What are the similarities and differences between this and modern religious festivals?</p> <p>Lesson 3:</p> <p>Pupils to put finishing touches to preparations and hold their own version of the festival.</p>
Additional resources	Lesson Plan 7-9 support details and links to relevant resources.
Taking it further	Were these festivals normal in Ancient Egypt? How many times per year would such celebrations take place? Pupils could investigate and complete the calendar of religious festivals for ancient Egypt.
Possible Cross Curricular links	Religion - beliefs. Literacy ICT Drama Food technology

## Lesson Plan 10: How much did religion affect life in Ancient Egypt?

Summary	Pupils will examine primary source examples of Ancient Egyptian Hieroglyphics to see what sorts of things the Egyptians were writing about.
Related Interest	Hieroglyphs, The Rosetta Stone
Age Levels	Key Stage 2
Difficulty	difficult
Objectives	To understand what hieroglyphs looked like and to be able to handle and examine primary source material.
Lesson Plan	<p><b>Starter:</b> Show pupils some examples of Hieroglyphs to familiarise them with them. Get pupils spelling out their names in hieroglyphics.</p> <p><b>Main Activity:</b> Pupils to work in groups, each group receives a different source. They have to work out what they think it is and what it might be saying. After a few minutes, rotate so that all pupils will eventually see all sources.</p> <p><b>Plenary:</b> What kinds of thing were the Egyptians writing about? How much of it was based on their religion? Why did the Egyptians leave so much writing?</p>
Additional resources	Lesson Plan 10/11 support details and links to relevant resources.
Taking it further	Pupils could be asked to do the same sources exercise, but for the prehistoric tribes in order to examine the reasons for the stark contrast in the amount of information we have about these people, the key being that we have so little because unlike the Egyptians, they did not write, nor did they live in civilisations where money and education were valued.
Possible Cross Curricular links	Literacy/language - hieroglyphs Religion - beliefs.



## Lesson Plan 11: How did religion affect life in Ancient Egypt?

Summary	Pupils will examine buildings, farming, medicine, festivals in order to see how religion influenced these things.
Related Interest	Flow of the Nile, pyramids at Giza, wall paintings, gods and preparation for the afterlife.
Age Levels	Key Stage 2
Difficulty	difficult
Objectives	To understand that religion influenced life in many different areas. To understand how much religion affected the lives of Ancient Egyptians.
Lesson Plan	<p><b>Starter:</b> pupils work in pairs or groups. They are given a number of statements. They must sort them first into 4 different categories: buildings, farming, medicine, festivals</p> <p><b>Main Activity:</b> Pupils to use the statements from the starter and writing frames where necessary to create a tourist guide to Ancient Egypt as if from the time, for Egyptians going on a religious retreat. They must only include information about each category that is religious,</p> <p><b>Plenary:</b> How much was Egyptian life affected by religion? Pupils should go back to the statements from the starter and sort each category into religious and non religious.</p>
Additional resources	Lesson Plan 10/11 support details and links to relevant resources.
Taking it further	Create a comparison for life today - how much does religion affect life in these categories today?
Possible Cross Curricular links	Literacy/language - tourist guides Religion - beliefs. Art - tourist guides.

## Lesson Plan 12: What did Egyptians believe happened to you when you die?

Summary	Pupils will use the Book of the Dead as a guide and then look at how tombs act as evidence of the book of the dead.
Related Interest	Wall paintings, gods and preparation for the afterlife, shabtis, sacred animals, hieroglyphics.
Age Levels	Key Stage 2
Difficulty	Medium
Objectives	To understand what Egyptians believed happened to you when you died. To understand how one source of evidence can be used to support another.
Lesson Plan	<p><b>Starter:</b> Show pupils Book of the Dead images. What do they think it is? What was it for? Show image of Osiris weighing heart, what do they think is happening? Introduce pupils to the story of the passage of death. Pupils navigate the tomb of king Tut through internet research and look for evidence that backs up what the book of the dead says. Can they find evidence of the spells being told or used?</p> <p><b>Main:</b> Pupils make their own spells - heart scarab for spell 125 as example. See teacher notes.</p> <p><b>Plenary:</b> Do you think Egyptians believed what the Book of the Dead said? Pupils should back up the examples they give using examples that they have found from their research. How useful is the Book of the Dead for telling us about Egyptian Beliefs?</p>
Additional resources	Lesson Plan 12 support details and links to relevant resources.
Taking it further	Pupils could look into the reasons for different versions of the Book of the dead.
Possible Cross Curricular links	Religion - beliefs. Literacy ICT Drama Food technology

## Lesson Plan 13: How did the Egyptians bury their dead? Part 1

Summary	Pupils will explore the Egyptian mummification process.
Related Interest	Mummification, wall paintings, gods and preparation for the afterlife, nested coffins, death mask
Age Levels	Key Stage 2
Difficulty	Medium
Objectives	To find out the religious practices of the Egyptians concerning the dead and to understand the mummification process.
Lesson Plan	<p><b>Starter:</b> show a clip of a stereotypical mummy. What is this? Why did the Egyptians do this? Q&amp;A and class discussion. Bring in the concepts of the 5 notions of the soul and ka, ba and akh.</p> <p><b>Main Activity:</b> Pupils to carry out research and complete a step by step booklet guide to mummification for a would be embalmer.</p> <p><b>Plenary:</b> Pick one or two examples - would their guides provide a successful embalming? Do pupils think this was a good idea? What can the process of embalming tell us about the Ancient Egyptians?</p>
Additional resources	Lesson Plan 13 support details and links to relevant resources.
Taking it further	Pupils could design a heart stone to put into the mummy complete with spell.
Possible Cross Curricular links	Science - mummification Literacy, art.

## Lesson Plan 14: How did the Egyptians bury their dead? Part 2

Summary	Pupils will explore the Egyptian mummification process.
Related Interest	Mummification, wall paintings, gods and preparation for the afterlife, death mask of Tutankhamen, nested coffins
Age Levels	Key Stage 2
Difficulty	Medium
Objectives	To find out the religious practices of the Egyptians concerning the dead and to understand the mummification process.
Lesson Plan	<p><b>Starter:</b> Bring out mummification guides from last lesson. Use them to remind of the steps to mummification.</p> <p><b>Main Activity:</b> Pupils to carry out an experiment to mummify an orange using a similar process to the Egyptians. They will need to return to their mummified oranges after 1 month to examine them. Throughout the process they should be guided by how much of it is scientific and how much is religious belief. See teacher notes.</p> <p><b>Plenary:</b> How scientific were the Egyptians? How much of the embalming process was scientific and how much was influenced by religious belief? Pupils to complete a match up task for the process.</p>
Additional resources	Lesson Plan 14 support details and links to relevant resources.
Taking it further	Pupils could investigate what scientific/historic knowledge that mummies can provide us with today, for example what herbs and spices they used, what they wore, what they died from etc....
Possible Cross Curricular links	Science - mummification

## Lesson Plans 15-20 (mini project): What can the tomb of Tutankhamen tell us about beliefs in Ancient Egypt?

Summary	Pupils will examine the virtual tomb of Tutankhamen to examine what the tomb can tell us about Egyptian religion and belief through the burial, artefacts and wall paintings.
Related Interest	Nested coffins, wall paintings, gods and preparation for the afterlife, Carter and Carnarvon, death mask of Tutankhamen
Age Levels	Key Stage 2
Difficulty	Medium/difficult
Objectives	To understand what archaeology can tell us about Ancient beliefs.
Lesson Plan	<p>As these lessons are more of a finishing project, there may not be a normal lesson structure, as this activity should take place over a series of lessons. Therefore, instead of a normal lesson structure, activities are simply labelled in order instead.</p> <p><b>Starter:</b> Use a dustbin exercise to show pupils the concept of evaluating usefulness. See teacher notes.</p> <ol style="list-style-type: none"> <li>1.) Introducing King Tut - pupils introduced to him and who he was.</li> <li>2.) How the tomb of king Tut was found - pupils to investigate this and view original accounts/photos</li> <li>3.) Pupils to complete enquiry using several internet based options to navigate the tomb of king Tut.</li> </ol>
Additional resources	Lesson Plan 15-20 support details and links to relevant resources.
Taking it further	Pupils to also consider what the tomb of king Tut does not tell us about Egyptian religion and belief, using all of the previous knowledge they have gained to help them. This could lead to a possible end of unit assessment.
Possible Cross Curricular links	Religion - beliefs. Literacy ICT