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| **Write in hieroglyphics** | | |
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| Writing your name using hieroglyphics | | |
| **Subject(s):** Design and Technology, History  **Approx time:** 25-40 minutes |  | **Key words / Topics:**   * Papyrus * Hieroglyphics * Pharaoh * Writing |
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| Stay safe  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To know what Hieroglyphics are * To be able to use Hieroglyphics to write their name | | |
| **Introduction** |  |  |
| This is one of a set of resources designed to allow learners to use practical methods to support the delivery of key topics within design & technology, history, and art. This resource is based on the form of writing developed by the Ancient Egyptians, hieroglyphics.  This activity involves writing using hieroglyphic symbols. | | |
| **Purpose of this activity**  In this activity learners will discover how to write in hieroglyphics. This could be used as a main lesson activity, to teach learners about the works of the ancient Egyptians contributing to learning in D&T, Art and History.  Additionally, this could be used to start a discussion on Ancient Egypt or to introduce the concept of people using different languages. It could also be used in conjunction with the other activities in this theme, ‘Make papyrus’ and ‘Count using hieroglyphics’. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction (15-20 minutes)**  Teacher to explain what hieroglyphics are and how they were used, using the presentation. Teacher to model the use of hieroglyphics to spell their own name.  **Writing (10-20 minutes)**  Learners to work out how to write their names using hieroglyphic characters. |  | Print the activity sheet and distribute to the learners.  Point out that the letters E and I are the same symbol – a feather, which can lead to confusion when ‘decoding’ text in hieroglyphics. |

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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Provide learners with cloze-type spellings of their names using some of the hieroglyphic characters |  | | * Write friends a message using hieroglyphics. Can they understand it and reply? |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| Paper and pens |  | | icon-ppt Write in hieroglyphics presentation  icon-doc Write in hieroglyphics handout |
| **Additional websites** |  | |  |
| * National Geographic website with **facts about hieroglyphics**: <https://www.natgeokids.com/uk/discover/history/egypt/hieroglyphics-uncovered/> * **World history encyclopaedia – Ancient Egyptian Science & Technology**: An explanation of the scientific and technological achievements of the ancient Egyptians. <https://www.worldhistory.org/article/967/ancient-egyptian-science--technology/> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options) Ask learners to list all the different methods they can think of to send written information to someone else – i.e., carvings on rock, painted signs, texts, emojis, codes/symbols, flags. | | **Extension** (Options)   * Write friends a message using hieroglyphics – remembering letters E and I are the same symbol – a feather. Can they understand it and reply?   **Plenary**   * Learners to share their name in hieroglyphics – can their friends read what it says? | |
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| **The Engineering Context** film |
| Writing is key to human advancement – it is how we communicate to people who we cannot contact directly and record information for the future. |

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| **Curriculum links** | | |
| **England: National Curriculum**  History KS2   * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day | | **Northern Ireland Curriculum**  KS2 – Art and Design   * Respond to the world around them * Develop and use their imagination |
| **Scotland: Curriculum for Excellence**   * Presenting using visual concepts   EXA 2-03a   * Accuracy of representation   EXA 3-04a | | **Wales: National Curriculum**  Design and Technology KS2   * Learners should be made aware of human achievements and the big ideas that have shaped the world. |
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| **Assessment opportunities** | | |
| * Formative assessment of the written names. | | |
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