

# Lesson Plan

Year Group: **Y3-Y6** Subject: **Literacy/History** Topic: **Burial Customs**

Learning Objective: **I can write and perform a question and answer poem**

Outcome/Purpose: **Perform a poem to the class** Audience: **The rest of the class**

## Curriculum links:

### HISTORY:

#### Historical interpretation:

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

#### Historical enquiry:

4. Pupils should be taught how to find out about the events, people and changes studied from an appropriate range of sources of information.

### ART AND DESIGN

#### Knowledge and understanding

4a. Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes.

4b. Materials and processes used in art, craft and design and how these can be matched to ideas and intentions

4c. The roles and purposes of artists, craftspeople and designers working in different times and cultures.

#### Breadth of study

5d. Investigating art, craft and design in the locality and in a variety of genres, styles and traditions.

## Curriculum links:

### LITERACY

#### En 1 Speaking and Listening

##### Speaking

1a. Use vocabulary and syntax that enables them to communicate more complex meanings.

1e. Speak audibly and clearly, using spoken standard English in formal contexts.

1f. Evaluate their speech and reflect on how it varies.

#### En 3 Writing

##### Knowledge, skills and understanding

##### Composition

1a. Choose form and content to suit a particular purpose.

##### Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:

a plan – note and develop initial ideas.

b draft – develop ideas from the plan into structured written text.

c revise – change and improve the draft.

d proofread – check the draft for spelling and punctuation errors, omissions and repetitions.

e present – prepare a neat, correct and clear final copy.

f discuss and evaluate their own and others' writing.

## Artefact: Canopic Jars

### Artefact notes:

In order to reach the Afterlife, the ancient Egyptians believed the body must be preserved as well as possible. For this reason, the Egyptians developed mummification as a way of preserving the body in the most lifelike manner. Mummification required the drying out of the body. Organs that might interfere with this drying were removed and mummified separately. For some methods of mummification, this involved four important organs; the liver, intestines, lungs, and stomach being placed in their own jars for burial in the tomb. Today we call these canopic jars. Some of these jars represented the four sons of the god Horus. While most of the organs were removed in mummification, the ancient Egyptians did not remove the heart. This was left inside the body because it was necessary for the judgement in the Afterlife.

The four sons of Horus, who guard the different organs, are:

1. **Imsety**, who has a human head and protects the liver, represents the south.
2. **Qebehsenuf**, who has the head of a falcon and guards the intestines, represents the west.
3. **Hapy**, who has the head of a baboon and protects the lungs, represents the north.
4. **Duamatef**, who has the head of a jackal and guards the stomach, represents the east.

The four canopic jars were put into a special box or niche in the tomb with the mummy.



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## Teaching/Learning:

1. **Vocabulary/Glossary:** Talks through the meanings of the important words.
2. **Context:** You are a performance poet and you have been asked to create a poem to help other children to learn about the different canopic jars. The poem is a question and answer poem and should be performed to the class at the end of the session. It should have four verses - one for each of the canopic jars.
3. **Read through the explanation**  
What is mummification?  
What are canopic jars?  
What does each canopic jar represent? (Print and distribute Powerpoint page with pictures and explanations on it).

## Task:

- a) Examine the four canopic jars carefully and note the differences and similarities between them.  
For example what they're made from; colours; size and shape; what living creatures they represent; shapes of eyes, ears, head etc
- b) Write a poem that includes answers to the following questions.  
What is my name?  
Who is my father?  
What organ do I protect?  
If I was to describe my head, what would I say?  
Where do I represent?  
If I were to describe the hieroglyphs upon my front, what would I say?
- c) Share Success Criteria and show example (about Imsety, on Powerpoint).  
Distribute poem prompt sheets for each of the four canopic jar figures.

## Success Criteria:

- \*Write in the first person (I, my).
- \*Include powerful adjectives (E.g. incredible, golden, cold, stone).
- \*Include alliteration (E.g. immense, important Imsety).
- \*Perform the poem with clear pronunciation.
- \*Perform the poem with power and feeling.

## Differentiation:

- Less able:**  
Only complete a poem for one of the canopic jar figures.
- More able:**  
\*Include figurative language (similes, metaphors or personification).

## Plenary:

Share the poems with the class.

## Review Success Criteria:

- \*Did you pronounce your words clearly?
- \*Did you perform with power and feeling?
- \*Did you write in the first person?
- \*Did you write in the first person?
- \*Did you use powerful adjectives?
- \*Did you use alliteration?

## Vocabulary/Glossary:

**preserve:** to protect something and keep it the way it is.

**mummification:** the preservation of a dead body.

**liver:** an organ that is important in the digestion of food. It also helps to keep your blood clean.

**intestines:** the small intestine helps you to digest your food and the large intestine helps to get rid of the waste from your food.

**lungs:** your two lungs help you to respire. Respiration is the process where the oxygen you breathe in from the air enters your blood, and then carbon dioxide, a waste gas, exits as you breathe out.

**stomach:** your stomach holds your swallowed food for up to four hours depending on the amount of food. It churns it to a pulp and starts digestion, then passes it on to the duodenum (the first section of the small intestine).

**Horus:** the son of Isis and Osiris and the god of the sky who is connected to the king.

## Possible follow up activities:

**LITERACY:** Research and write up an explanation of how the mummification process took place in ancient Egyptian times.

**ICT:** Research the different types of canopic jars made and make a resource for future Art and Design projects.

**SCIENCE:** Research more fully the functions of the liver, intestines, lungs, stomach and heart, and then create a non-chronological report about these organs.