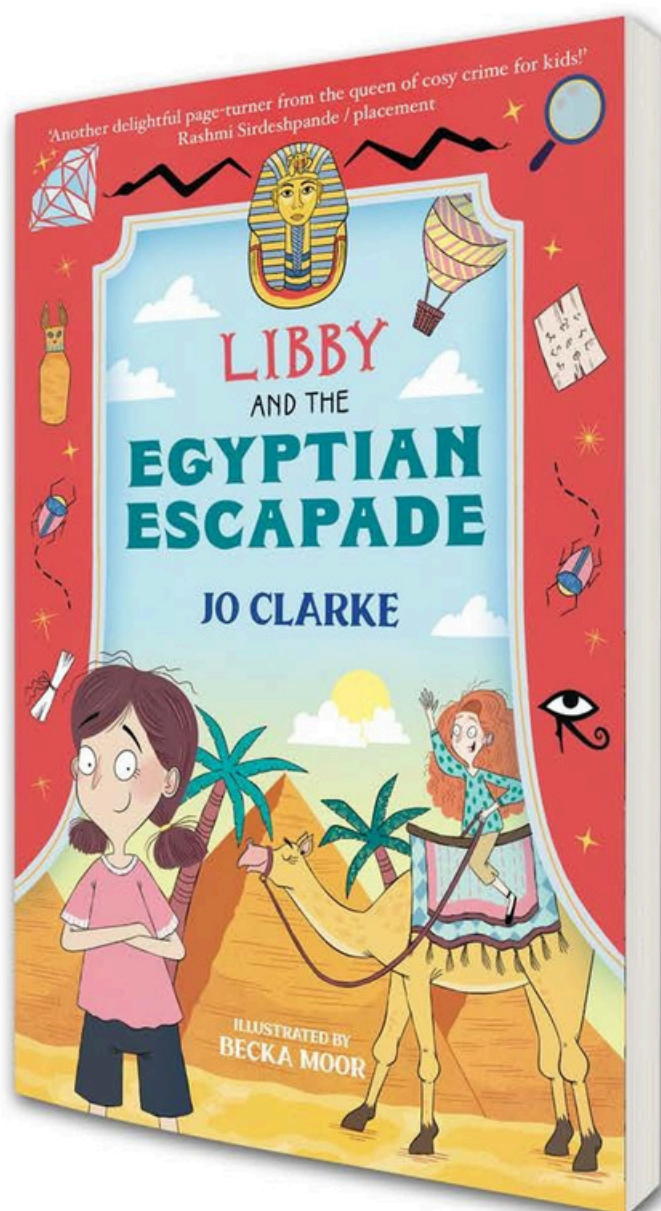


# LIBBY AND THE EGYPTIAN ESCAPADE

## KS2 School Resource Pack



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# ENGLISH

## COVER DETECTIVES

### Lesson Objectives

- Develop inference skills by examining visual details and making connections to story elements.
- Enhance prediction abilities by hypothesizing about the story's content based on cover illustrations and titles.  
Analyse characters' expressions and body language to infer their roles and personalities in the narrative.
- Draw on prior knowledge of historical contexts, such as Ancient Egypt, to enrich their understanding of the setting.

Have an enlarged copy of the cover to show to the class. Pupils will use the skills of inference and prediction to investigate the book's cover.

1. What details on the cover hint at the setting of the story?
2. What genre of story might this be? What clues are there on the cover?
3. What do the expressions and body language of the characters on the cover reveal about their personalities or roles in the story?
4. Have pupils read any other books set in Egypt?
5. What existing knowledge do the children have of Ancient Egypt?



# MATHS

## PERFECT PYRAMIDS

### Lesson Objective

To understand and calculate the volume and surface area of pyramids

### National Curriculum Objectives

- Recognise and describe 3D shapes including pyramids.
- Understand the concepts of volume and surface area.
- Calculate the volume and surface area of solids, including pyramids. Read, write, and compare numbers up to 1,000,000.
- Convert between units of measure, for example metres to centimetres.

### Lesson Plan

#### Introduction

Begin the lesson by discussing the adventures of Libby in the Egyptian Escapade. Explain how pyramids were an integral part of ancient Egyptian culture and architecture. Highlight the importance of understanding the geometry of these monumental structures.

#### Starter Activity

Look at photos of the Great Pyramid of Giza. Can the children guess how tall it is? (originally 146m, now around 138m.) Can the pupils calculate what this would be in centimetres or kilometres?

Ask pupils to identify the shapes of the faces of square-based and triangular-based pyramids. Use 3D shapes or clixi to explore their properties.

#### Main Task

How do we calculate the area of a square? What's the formula for the area of a triangle (half base x height)? What units do we use for surface areas? Pupils are to calculate the surface areas of various pyramids.



# MATHS

## PERFECT PYRAMIDS

### Extension Ideas

#### Volume of Pyramids

Introduce the formula for the volume of a pyramid:

$$\text{Volume} = (\text{Base Area} \times \text{Height}) / 3$$

Provide step-by-step instructions on how to calculate the base area (length x width for a rectangular base).

Give pupils various examples with the necessary measurements on to work through.

#### Libby's Pyramid Challenge

Connect the mathematical concepts to the story by posing a challenge related to Libby's adventure. For example, ask pupils to imagine they are helping Libby design a pyramid. They need to calculate the volume to determine how many treasures can be stored inside, and the surface area to know how much material is needed for its construction.

#### Build a Pyramid

Pupils can create a model pyramid using paper or cardboard, incorporating their calculations for volume and surface area.



# ART & DESIGN

## DESIGNING CARTOUCHES

### Introduction to Cartouches

Cartouches are ancient Egyptian nameplates, often inscribed into tombs and monuments. They are oval-shaped with a horizontal line at one end, symbolizing that the text enclosed is a royal name. In this lesson, pupils will design their own cartouches, linking their creativity to history and cultural studies while meeting the national curriculum objectives for art.

### Lesson Objectives

- 1 To understand the historical and cultural significance of cartouches in ancient Egyptian art.
- 2 To develop artistic skills in drawing, designing and decorating.
- 3 To learn and apply techniques in symmetry and geometric shapes.
- 4 To Foster creativity and personal expression through Art.

### National Curriculum Art Objectives

Produce creative work, exploring their ideas and recording experiences.

Become proficient in drawing, painting, and other art techniques.

Evaluate and analyse creative works using the language of art, craft, and design.

Know about great artists, craft makers, and designers, and understand the historical and cultural development of their art forms.

### Materials Needed

- Modelling clay, salt dough or similar
- Paints (including metallic options)
- Pictures of cartouches



# HISTORY

## MUMMIFICATION MYSTERY

Noah held up a small jar with what looked like a strange dog's head on top.

'How about this?'

'What's that?' Libby asked. 'Seriously. That's so random.'

'It's a canopic jar. Do you know they used to take out pharaoh's organs before they mummified them and put them in jars?'

'That's gross.' Libby's stomach felt queasy. 'Why would they do that?'

'It's true. Ask Connie!' Noah laughed. 'To get their brains out they shoved a hot poker up their nose and whizzed it around to scramble them and pulled them back out again.'

In this extract from pages 29-30, Noah talks about the mummification process. Research this process to find out if what Noah says is correct.

Write a step by step guide on how to mummify a body. Make sure your instructions are clear and detailed.



# HISTORY

## TUTANKHAMUN'S SECRETS

In the book the only facts we learn about Tutankhamun concern his death. Find out as much information as you can about his life. Who was he? When was he alive? What was his daily life like? What was the cause of his death and how old was he when he died? Using the information they have discovered, split the class into pairs and have them role play a reporter interviewing Tutankhamun. They can take turns in each role, to share what they have discovered.

In which part of the Valley of the Kings is Tutankhamun's tomb located? Research what his tomb looks like, and write a descriptive paragraph about what it would be like to visit the tomb. You can read pages 160-170 to help with this task.

Why was the discovery of Tutankhamun's tomb by Howard Carter so important? What kind of items were found in his tomb? Research the events that led up to the discovery of the tomb, and what happened after it was found. Create a timeline of significant events during this period.



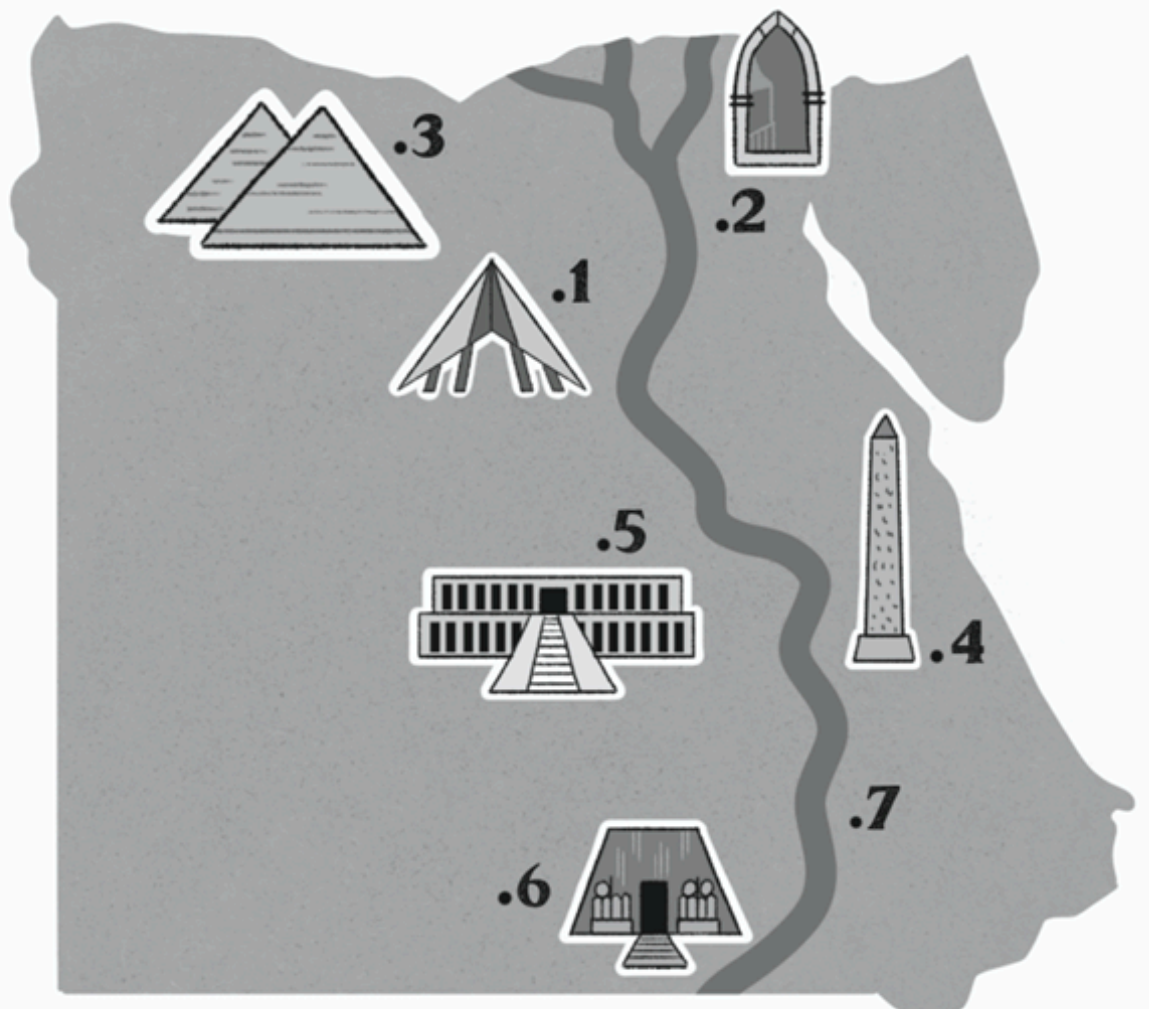
# GEOGRAPHY

## INVESTIGATING MAPS

Locate Egypt on a map. In which continent is it located?

On this map of Egypt identify the locations that the Travelling School visited. Write the number next to the correct landmark.

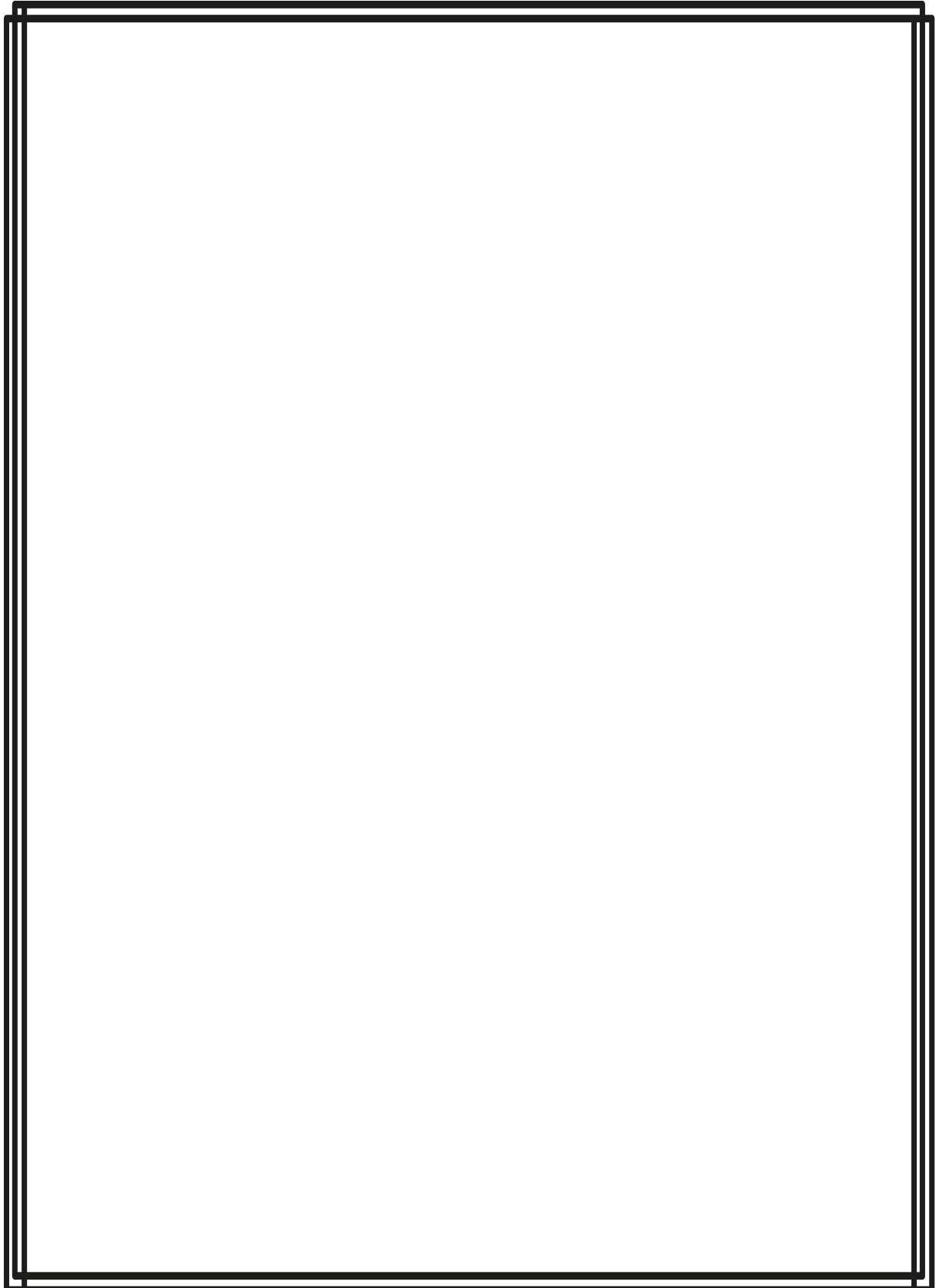
- Abu Simbel
- Valley of the Kings
- Luxor Temple
- Grand Egyptian Museum
- Khan Al Khalili
- River Nile
- Pyramids of Giza



# GEOGRAPHY

## CULTURAL CLUES

In chapter 2, the Travelling School visits the newly opened Grand Egyptian Museum. Create a fact file about the museum and design a poster to promote the opening.



# EXTENSION IDEAS



On page 27 - 28, Libby and her class visit Tutankhamun's death mask in the Grand Egyptian Museum. Find an image of his death mask and create your own version using paints, pencils or even card mosaics to replicate the jewels.



On page 44, we discover that there has been a robbery of some artefacts from the Tutankhamun collection at the Grand Egyptian Museum. Write a detailed newspaper report about the robbery.



On page 45, Connie says, 'Tutankhamun?' Connie gasped. 'Who would risk that? Everyone knows about the curse. I've been reading about it all summer.' Complete an investigation into what Connie means about Tutankhamun's curse. Do you think the curse is true or not? Write a paragraph to explain the reasons for your opinion.



On page 108, Anastasia says, 'You'd think if the curse really was true then everyone would have returned all the artefacts back to Egypt, where they belong.' Write a persuasive letter explaining why artefacts in museums should be returned to their countries of origin.



Write your own museum heist story inspired by *Libby and the Egyptian Escapade*. What museum will you choose, what will be stolen and how will they steal it?



If you could visit any country with the Travelling School, where would you go to and why? Use non-fiction texts to find out more about your chosen country, or research online. Write a detailed paragraph outlining your reason for wanting to visit this country. Or you can create a poster, and label the key landmarks and highlights of your destination in order to convince Miss Mousedale to take the school there.

