

# Amun's Ancient Egyptian Diary

Wednesday 11<sup>th</sup> June 1326 BC

Dear diary,

My name is Amun and I have decided to start writing a diary so that at some point in the future, another little boy like me might find my diary and find out all about what my life is like. I wonder what will have changed by then? Us Ancient Egyptians are very interesting; we have invented lots of things that you will probably be using! I can't wait to tell you all about my life!

I thought I'd start by giving you a guided tour of my home. Obviously you can't see it as by the time you are reading this, it will be long gone! I will try and explain though. My house is built with bricks that are made from mud and straw. What is your house made out of? We don't use wood to build our houses as trees are really **sparse** over here, with it been mainly desert land not many trees can grow! We have 3 rooms in my house, including a kitchen. Our kitchen has no roof; can you guess why? The only equipment we have in our kitchen to help us cook are a **grindstone** (to grind grain into flour so we can make bread) and a little oven to bake it in. How do you make bread?

Sorry, I've got to go! I promised my mum I would help her make fish and onion stew!

Amun x

---

Thursday 12<sup>th</sup> June 1326 BC

Dear diary,

Sorry I had to rush off so quickly yesterday; you'll be pleased to know the stew was delicious! I have a little bit more time now to tell you about myself.

I live in Egypt, beside the River Nile. It's pretty cool living by a river, literally! But do you know why we live by the river? It is because our crops can grow well here. The **majority** of Egypt is desert land and our crops will not grow, so we have to live by the river to survive.

Have you ever been to Egypt before? Do you know which other countries it is close to? Perhaps you could find out?

Right I'm off now! I have to help my dad. He's a **carpenter**, have you heard of a carpenter before? He makes furniture for the **Pharaoh**! It's a really important job. I'll tell you more about that another day!

**classroomsecrets.com**

Amun's Ancient Egyptian Diary— Y2m/Y3s/Y4e (Lime) – Text

Like this? Find more  
differentiated Ancient Egypt  
resources [here](#).

See you soon, Amun x

---

Thursday 19<sup>th</sup> August 1324 BC

Dear diary,

You know from my last few entries how busy I've been, add in the hot weather from our trip today – I'm sure you'll understand why I'm feeling very **lethargic**! Do you know what happened? It was an amazing day! I travelled west of the Nile and saw my very first pyramid. Although it was **unveiled** hundreds of years ago, I have never seen one before – only heard of their wonders. I wish I could put into words how **magnificent** it is!

It was my sister's birthday today (she was the one who wanted to see the pyramids – I'm so glad she did!) so when we got home we had an amazing feast outside to celebrate. We had fish, mutton, pigeon and beer; it was delicious!

Time for me to go, I need to finish celebrating and then get to bed.

Bye for now! Amun x

---

Saturday 21<sup>st</sup> September 1323 BC

Dear Diary,

Today has been a really **sombre** day. We found out, sometime after lunch, that our King – Tutankhamun – has died! He was only 18 years old; just 2 years older than my sister. The whole village is in shock. You see, Tutankhamun was a very special king. Did you know he was only 9 years old when he was **crowned**? Can you imagine having the power to rule an entire Kingdom when you are still only a boy? That is his nickname, the Boy King. What do you think it would have been like being a king as a child? Would you have liked it?

Everybody is talking about how he died. His death today was very unexpected and **baffling**. My dad reckons he died of a disease but my mum is **dubious** she thinks his death was an accident. The country is in **mourning** for him. He only ruled for 9 years and lived a very short life. He is to be buried in a tomb in the Valley of the Kings.

Good night,

Amun xx

**classroomsecrets.com**

Amun's Ancient Egyptian Diary – Y2m/Y3s/Y4e (Lime) – Text

Like this? Find more  
differentiated Ancient Egypt  
resources [here](#).

What is Amun's father's job? (C6)

---

---

How old was Tutankhamun when he died? (C6)

---

---

What do you think it would have been like to be a Pharaoh at 9 years old? (C4)

---

---

---

---

Tutankhamun's death was very mysterious. Which word in the text shows that his death was mysterious? (C1)

---

---

Why does Amun put the date at the start of each diary entry? (T4)

---

---

Amun ends each entry with a kiss (x). What effect does this have? (C7)

---

---

Do you think we will ever find out exactly how Tutankhamun died? Why? (C4)

---

---

How do you think Amun felt when he found out Tutankhamun had died? What evidence is there? (P5)

---

---

---

What do we find out about Amun's life in the first diary entry? (S2)

---

---

---

What are the features of a diary? (T4)

---

---

Why does Amun live by the river? (C6)

---

---

How is your life different to Amun's? (C8)

---

---

---

---

## Amun's Ancient Egyptian Diary – Vocab 1

Write down the meaning of each of the highlighted words from the text. Use a dictionary or thesaurus to help you.

sparse \_\_\_\_\_

grindstone \_\_\_\_\_

majority \_\_\_\_\_

carpenter \_\_\_\_\_

Pharaoh \_\_\_\_\_

lethargic \_\_\_\_\_

unveiled \_\_\_\_\_

magnificent \_\_\_\_\_

sombre \_\_\_\_\_

crowned \_\_\_\_\_

baffling \_\_\_\_\_

dubious \_\_\_\_\_

mourning \_\_\_\_\_

## Amun's Ancient Egyptian Diary – Vocab 2

How many other words can you find with a similar meaning? Use a thesaurus to help if you need to. Don't forget to use commas in your list of words and join the last two words with 'and'.

The first one has been done for you.

1. sombre = sad, solemn, glum, grave and brooding

2. magnificent = \_\_\_\_\_

3. dubious = \_\_\_\_\_

4. lethargic = \_\_\_\_\_

5. baffling = \_\_\_\_\_

6. sparse = \_\_\_\_\_

7. unveiled = \_\_\_\_\_

Write a sentence linked to Amun's diary using one of the new words.

---

---

## Amun's Ancient Egyptian Diary – SPAG

Underline the preposition in each sentence.

Amun lives beside the River Nile.

The very first pyramid in the whole world has been unveiled across the river.

It was my sister's birthday today so we had an amazing feast outside to celebrate.

He is to be buried in a tomb fit for a King.

We don't use wood to build our houses as trees are really sparse over here.

Here is a passage from Amun's diary. Mark where you think a new paragraph should be started.

Sorry I had to rush off so quickly yesterday, the stew was delicious by the way! I have a little bit more time now to tell you a bit more about myself. I live in Egypt, beside the River Nile. It's pretty cool living by a river, literally! But do you know why we live by the river? It is because our crops can grow well here. The majority of Egypt is desert land and our crops will not grow, so we have to live by the river to survive. Have you ever been to Egypt before? Do you know which other countries it is close to? Perhaps you could find out? Right I'm off now! I have to help my dad. He's a carpenter, have you heard of a carpenter before? He makes furniture for the Pharaoh! It's a really important job. I'll tell you more about that another day!

## Amun's Ancient Egyptian Diary – Oral Teacher Questions

What is Amun's father's job? (C6) **He is a carpenter.**

How old was Tutankhamun when he died? (C6) **18 years old**

What do you think it would have been like to be a Pharaoh at 9 years old? (C4) **Personal response. Examples could include: Fun because you could do what you want; Scary because you are in charge; Exciting because you can make your own rules.**

Tutankhamun's death was very mysterious. Which word in the text shows that his death was mysterious? (C1) **Baffling and unexpected**

Why does Amun put the date at the start of each diary entry? (T4) **So we know which day he wrote the entry.**

Amun ends each entry with a kiss (x). What effect does this have? (C7) **It makes it more personal; it's like he is writing to a friend.**

Do you think we will ever find out exactly how Tutankhamun died? Why? (C4) **No, because no one who was there is alive today. There was no major evidence left behind. It was such a long time ago.**

How do you think Amun felt when he found out Tutankhamun had died? What evidence is there? (P5) **Amun is feeling upset because he says it is a sombre day. He explains that the Pharaoh dies unexpectedly so he may be in shock.**

What do we find out about Amun's life in the first diary entry? (S2) **We learnt that Amun lives in a 3 room house with a kitchen with no roof. We found out that his house is very basic. We also learnt what his family ate.**

What are the features of a diary? (T4) **A date; signs off, usually with a name; begins with Dear diary; usually in past tense; personal recounts.**

Why does Amun live by the river? (C6) **Because it is cooler and crops grow there. The land is more fertile.**

How is your life different to Amun's? (C8) **Personal response. Examples include: I don't live by a river; I have more than 3 rooms in my house; my house has a room; I don't grow my own crops.**



## Amun's Ancient Egyptian Diary – Vocab 1

Write down the meaning of each of the highlighted words from the text. Use a dictionary or thesaurus to help you.

sparse – scattered thinly and not very many

grindstone - a rotating solid stone wheel

majority – most of something

carpenter – a person who builds things, usually out of wood

Pharaoh – an Egyptian King

lethargic – feeling tired and sluggish

unveiled – something is revealed

magnificent – something amazing and wonderful

sombre – to feel sad

crowned – a ceremony announcing somebody a King or a Queen

baffling – hard to understand why or how something has happened

dubious – doubtful and unsure

mourning – remembering and grieving for somebody who has died

## Amun's Ancient Egyptian Diary – Vocab 2

How many other words can you find with a similar meaning? Use a thesaurus to help if you need to. Don't forget to use commas in your list of words and join the last two words with 'and'.

The first one has been done for you.

1. sombre = sad, solemn, glum, grave and brooding

**These answers are examples only; children may have different answers.**

2. magnificent = superb, wonderful, splendid, glorious and outstanding

3. dubious = doubtful, unsure, uncertain, undecided, hesitant and suspicious

4. lethargic = sluggish, tired, weary, exhausted and lazy

5. baffling = mysterious, puzzling, strange, unexplained and peculiar

6. sparse = thin, scarce, limited and not many

7. unveiled = revealed, exposed, shown, uncovered and unwrapped

Write a sentence linked to Amun's diary using one of the new words.

**Ensure the chosen word is used correctly. Check for correct spelling and punctuation.**

Underline the preposition in each sentence.

Amun lives **beside** the River Nile.

The very first pyramid in the whole world has been unveiled **across** the river.

It was my sister's birthday today so we had an amazing feast **outside** to celebrate.

He is to be buried **in** a tomb fit for a King.

We don't use wood to build our houses as trees are really sparse **over** here.

Here is a passage from Amun's diary. Mark where you think a new paragraph should be started.

Sorry I had to rush off so quickly yesterday, the stew was delicious by the way! I have a little bit more time now to tell you a bit more about myself. // I live in Egypt, beside the River Nile. It's pretty cool living by a river, literally! But do you know why we live by the river? It is because our crops can grow well here. The majority of Egypt is desert land and our crops will not grow, so we have to live by the river to survive. // Have you ever been to Egypt before? Do you know which other countries it is close to? Perhaps you could find out? // Right I'm off now! I have to help my dad. He's a carpenter, have you heard of a carpenter before? He makes furniture for the Pharaoh! It's a really important job. I'll tell you more about that another day!

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary  
C2 Answer simple, information retrieval questions about texts\*  
C3 Drawing on what they already know from background information and vocabulary provided by the teacher  
C4 Discussing and expressing views about a wide range of texts  
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1 Explaining the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6 Retrieve and record information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve, record and present information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning  
C8/2h Making comparisons within and across texts  
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences  
P2/1e Predicting what might happen on the basis of what has been read so far  
P3/1d Making inferences on the basis of what is being said and done  
P4 Answering and asking questions
- Year 3/4 P2 Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases  
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience  
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases  
L6/2f Identify and explain how content is related and contributes to meaning as a whole

\*not currently a curriculum objective

## Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

## Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

## Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices