

Effective Teaching, Learning and Assessment in PCET (M6X02269)

Mr Mark Flagg

Introduction

There are many instructional models proposed by the instructional designer, but it is not a guarantee that those models are suitable with the characteristics of the course. The 'Oxford style debate' strategy helps students clarify their own thoughts and feelings about issues, to consider the thoughts and feelings of others and to be able to explain their reasons for opinions. The instructional design should be grounded on theories of learning and instruction (Morrison, Ross & Kemp, 2007). A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model.

The following are several teaching strategies I have applied in my individual instructional plan. I will elaborate on the reasons for applying.

1. Greeting students before class : According to Boynton (2012), developing positive teacher-student relations is one of the most effective methods teachers can use to establish a positive discipline climate in the classroom. Students who are treated with respect as well as love and care tend to behave well and achieve better academic performance. Rules alone cannot improve the behaviour problems of students. Good teacher-student relationships not only encourage students to behave well, but also fosters effective teaching and good learning outcomes.

2. Improve the physical learning environment by arranging the desks in the "U" shape. :In this set up the focus is on the centre of the room and therefore on the teacher, who can see every student and can move around to maintain attention. It facilitates the creation of groups or partnerships between students, maximising the classroom's physical space, improving student movement and communication. The setup is conducive to teaching strategies employed, allowing positive interaction to take place.

3. Present lesson in a way that is relevant to the students. :In this instructional plan, the topic is about family. It is planned for students to show family photos. The relevance to their lives gives students a reason for learning and stimulates their interest, helping to create a fun and productive learning environment. "Long lists of vocabulary words that don't have personal relevance or don't resonate with a topic about which the student has been engaged are likely to be blocked by the brain's affective (or emotional) filters," students need a personal connection to the material, whether that's through engaging them emotionally or connecting the new information with previously acquired knowledge. In addition, making the information personally relevant can also improve the self-referent encoding of knowledge.

4. Use question strategies to facilitate student learning. : According to (Morrison, Ross & Kemp) questioning is second only to lecturing in popularity as a teaching method. In this instructional plan, I use questions to:

- a. Quickly check for understanding by asking yes /no or true /false question and have students quickly stand up to show the answer they agree with.
- b. Gain attention, keep all students on task and reduce the likelihood of management problems.

- c. Have students repeat directional procedures
- d. Elaborate on their answers /work
- e. Stimulate higher level thinking

Additionally, I use questions to motivate students to learn, because questions can offer a variety of opportunities for students experience success, build up confidence, meet their intellectual and psychological needs and further develop their knowledge, skills and cognitive competence.

5. Take advantage of cooperative learning of constructivist in teaching I have applied two major methods of cooperative learning in this instructional design Student Teams-Achievement Division and Jigsaw grouping .

- a. By using the STAD, students will get enough time to rehearse new information and learn better through peer assistance in the small group.
- b. In Jigsaw grouping, students are assigned to different roles in the group and are only able to finish the task by sharing.
- c. The application of cooperative learning methods not only improves learning, but also cultivates a cooperative spirit, improving students' presentation, social and communication skills. They also learn responsibility.

6. Provide various activities. : In this instructional plan, I give students hands-on activities to achieve the following aims:

- a. Practice and rehearse what they have learned and give feedback to the teaching about their learning
- b. Move them from passive learning to exploration and researching by themselves.
- c. Repeat information to keep it in STM, so that students retain information by further processing.
- d. Provide alternative opportunities for them to experience success and meet their psychological needs
- e. Create an easy, interesting learning environment in which students are actively and continuously engaged.

7. Use videos to supplement lessons. : In recent years the advantages of using multimedia has become increasingly important in teaching and learning and several advantages of using multimedia for language learning have been suggested by these include:

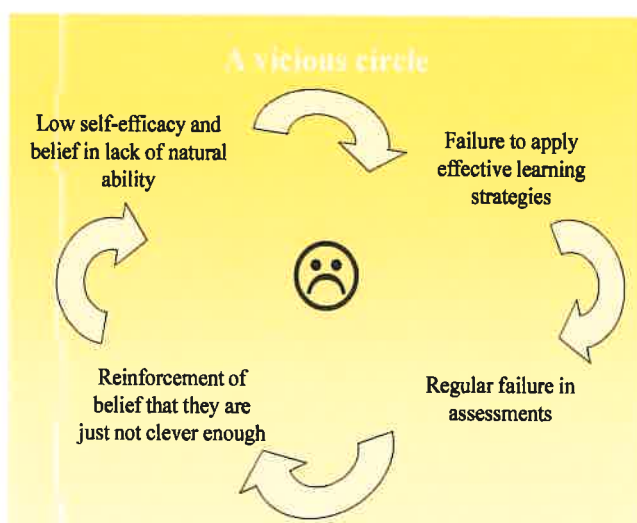
- a. High level of stimulation of the senses
- b. High level of involvement, attention, concentration
- c. Emotional arousal
- d. Strong recognition effects
- e. Review and consolidate the knowledge learned
- f. Cater to different learning styles (visual, listening, touch)
- g. The material and mode of delivery to avoid satiation
- h. Gain attention and improve memory by encoding information since dual code theory
- i. Motivate their interests in learning

8. Apply scaffolding strategies in the teaching process.

Scaffolding is the temporary assistance given by a teacher to help a learner so that the learner will later be able to complete a similar task alone.

9. Provide positive and timely feedback to facilitate learning.

Research on teaching effectiveness indicates that students need specific feedback to understand what is expected of them, correct errors, and get help in improving their performance (Sacker, D., Sadker, M. & Zittleman, K.R., 2011). I provide feedback on students' performance throughout the instructional plan. Three types of feedback have been applied in this instruction plan.



Nonverbal feedback

Verbal feedback

- Motivational feedback (Barry, 2008)

Feedback should include:

- a clear indication of the nature of a good answer

- information about the standard achieved

- advice about how the gap might be closed

monitoring of the student's response to the advice in future work

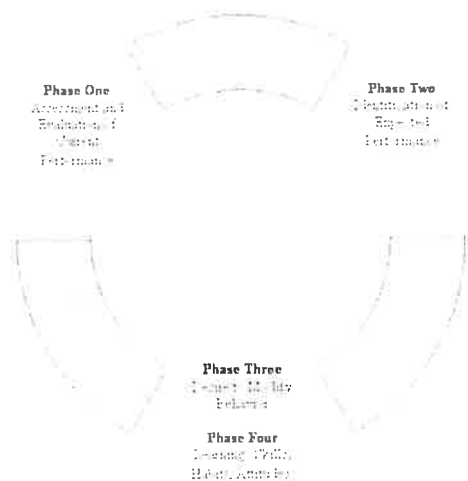
(Sadler 1989; Black & William 1998).

Feedback plays a key part in reinforcing good learning habits of students. In conclusion, these strategies and theories are aimed at achieving effective teaching and learning. The emphasis is on student growth, enhancing competence and responsibility, self-motivation and self-management, social skills and confidence in the learning process.

Teaching and Learning Strategies

Strategies known to be effective in teaching students in early adolescence can be divided into the basic elements of an enquiry process, with the focus on literacy skills, promoting reflective thinking, research, evaluation and collaborative learning. These basic elements are fundamental to decision making involved in Health and Physical Education Self-Management Skills Learning Outcome. Selection of strategies relies on the professional judgement of the teacher. The suggested links to learning experiences can be adapted according to learning styles.

Strategies are selected focusing on development of knowledge and skills, student engagement, learning support and student progress towards accomplishing learning outcomes. Individualised programmes may be required for students with disabilities or severe learning difficulties.



Knowles (1984) provides an example of applying andragogy principles to the design of personal computer training:

There is a need to explain the reasons specific things are being taught (e.g., certain commands, functions, operations, etc.)

Instruction should be task-oriented instead of promoting memorization learning activities should be in the context of common tasks to be performed by the others.

Assessment for Learning

(AfL) is rooted in self-referencing; a student needs to know where s/he is and understand not only where s/he wants to be but also how to 'fill the gap'. This involves both the teacher and the student in a process of continual reflection and review about progress.'

(cambridgeinternational.org/assessment-for-learning.pdf) Major categories in the Affective Domain (Krathwohl, Bloom and Masia, 1973) Receiving, Responding, Valuing, Organising and Characterising

Tuning in

'Tuning in' is a process that allows students to explore their current levels of knowledge, their attitudes and values about health and safety issues. Students can work independently or collaboratively. Each of the several strategies under this heading is designed to enable students to recall and record existing knowledge levels, identify future learning needs and in some cases, record what they have gained and learned.

a) Before and after' strategy

The 'before and after' strategy offers a set of statements and questions for students to complete with the focus on one issue or a range of issues. Working in pairs or groups, students may then reflect on changes in their understanding or attitudes.

b) Card clusters' strategy

The 'card clusters' strategy is a way of generating ideas that help students to reflect individually and then share with others. Through a process of discussion, they identify similarities and cluster the replies accordingly. This is then shared and can be represented using mind maps or barographs.

c) Graffiti strategy

The purposes of this strategy is to help students "hear" each other's ideas, also use this strategy to prepare for a class discussion or writing assignment about a text by asking students to share their reactions to the text on the Graffiti Board. The 'graffiti' strategy efficiently generates ideas covering several issues. Students work collaboratively and then share. They 'graffiti' sheet of paper that are passed around with words or phrases, or alternatively they walk around, and complete sheets placed around the room avoiding repetition by ticking comments with which they agree.

d) The KWL strategy

Description. K-W-L (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they Know about a topic. This new information that they have Learned is recorded in the L column of the K-W-L chart. (know, want to know, learnt). Students are shown how to draw up the KWL table. They consider what they already know (for example about road safety), brainstorm the issue and decide what they want to know. The tables are retained so that later, when relevant learning experiences have been completed, students can record what they have learned and what changes in attitude have occurred.

e) Question partners strategy

The 'question partners' strategy relies on a set of question and answer cards, possibly devised by students after doing their own research. Cards are handed out and students move around until they find a person with a matching card. They discuss the questions to determine answers, possibly repeating the process several times to discover more about the issue. Questions students want to investigate further are identified and appropriate learning experiences selected.

f) Quiz strategy

For the 'Quiz' strategy either students or the teacher devises a set of questions for students to complete individually, so that difficulties can be identified. A variation is 'quiz dominoes', laying out the cards which student then match corresponding questions and answers. The 'Swap stats' variation gives students opportunities to hear the question, attempt to answer and have the correct answer revealed.

g) Fading out Strategies

The core components of 'Finding out' Strategies enable students to identify gaps in their existing knowledge and understanding and then to work collaboratively through self-directed investigation to gather information which will be used to generate and communicate ideas and to record responses, helping students to organise their ideas. The strategies encourage consideration and respect for the ideas of others and helps students to develop co-operation through problem solving, encouraging them to be responsible for their own learning.

h) Brainstorm strategy

The 'brainstorm' strategy poses a question for students to consider and respond by writing whatever ideas come to mind on a board or on post-it notes that can be clustered later. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. All ideas are welcome, and responses are recorded without alteration, paraphrase or criticism. Students then discuss, clarify and determine how the information can be used further.

i) Circle talk strategy

The 'circle talk' strategy encourages active listening with students moving around the circle to engage with other students. A debriefing session identifies questions to generate further learning. Placement in circles can be manipulated to place students

carefully to avoid conflict and to pair special needs students with more capable partners.

j) Head talk strategy

The 'head talk' strategy poses a question that encourages student involvement, for example "what would you do if...". Students put their heads together to discuss the issue, knowing that at the end one of them will be required to give a summary.

k) Jigsaw strategy

The 'jigsaw' strategy encourages critical analysis and evaluation of large amounts of information. Each member of a 'home group' researches or discusses a different aspect of the topic. An 'expert group' is then formed by placing together those students who are discussing the same aspect of the topic. They report back to their own home group and then the whole class to discuss the findings.

l) Placemat' strategy

The 'placemat' strategy poses a question or dilemma for students to consider, without discussion and with enough time for students to think and work alone. The contribution of each group member is shared, discussed and clarified. The aim of the sharing is to reach a consensus after all ideas have been reviewed.

m) Rip and review strategy

The 'rip and review' strategy requires students to sit facing each other, knee to knee, in groups of four, completing answers to given questions without discussion on a divided sheet of paper, or questions. The response sheets are then ripped into four pieces and placed in four numbered piles. Students summarises the findings and present to the class A variation can be for the summary process to be undertaken by groups.

n) Scavenger hunt strategy

The 'scavenger hunt' strategy enables students to locate current and relevant information in a short time frame. Literature in the form of fact sheets, books, pamphlets, list of websites etc are provided and each student is giving open ended questions related to the topic being studied, working individually or with a partner to find answers that will be used to engage students in a class discussion.

o) Simulated' strategy

The 'simulated' strategy enables students to observe key concepts and practice skills in a controlled, recreated environment, so that they can be safe and healthy. The recreated situations should be realistic and relevant to student's interests and needs. Students are provided with opportunities to experience feelings actively and to practice skills. The 'streamline' strategy poses a question which students must consider and then write their own list of five responses. Working in pairs and then in groups of four, they streamline their considerations. to form a new list. Comparison and discussion in class will follow.

p) Surveys' strategy

The 'surveys' strategy helps students to develop open ended questions for a specific target group and to analyse responses. Students identify an issue or topic and a target group, conducting a survey through observation, interviews or survey sheets. Responses are sorted and compared and the most effective way to communicate the resulting information is assessed, sharing the survey results with other students and

the wider community to promote safer healthy behaviours. A variation is to carry out a letterbox survey and report findings to the class.

q) Viewing strategy

The 'viewing' strategy helps students to obtain different perspectives on issues by gathering information and analysing a range of film, television or print materials. A clear understanding of the learning outcomes to be achieved is essential in selecting viewing material. It should be previewed to ensure that it is age appropriate and relevant. Consideration of the production date of the material should ensure that the material is neither old fashioned nor inaccurate. Students should be directed to look for aspects or topics and encouraged to critically evaluate the material. After viewing, students should be encouraged to follow up on learning experiences and to use means to consolidate their learning, for example by designing post cards, discussions, role plays and activities that highlight different attitudes, behaviours and choices.

Conclusion,

the teaching effectively involves not only the use of tools, techniques, and strategies to optimize student learning but an understanding of context, in particular how your students learn, how they process information, what motivates them to learn more, and what impedes the learning process , Committed and enthusiastic teachers use a broad range of teaching strategies, which they adapt to meet the needs of their pupils, and relevant assessment to inform teaching and learning and the early identification of underachievement, the teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified. The strategies and theories are aimed at achieving effective teaching and learning, and at the same time, putting emphasis on the growth of students to enhance their social skills by being competent and responsible, developing their self-motivation, self-management and confidence in the process of learning.

Referencing

- Akbulut, Y. (2007). Implications of two well-known models for instructional designers in distance education: Dick-Carey versus Morrison-Ross-Kemp. *Turkish Online Journal of Distance Education*, 8(2).
- Barry, V. J. (2008). Using descriptive feedback in a sixth-grade mathematics classroom. Retrieved from University of Nebraska-Lincoln, Center for Science, Mathematics & Computer Education website:
<http://www.digitalcommons.unl.edu/cgi/viewcontent.cgi?>
- David Sadker, Myra Sadker & Karen R. Zittleman, (2011). "Questioning Skills" in Jim Cooper (ed) *Classroom Teaching Skills 9/e* (Florence, KY: Cengage),
- Greenberg, Speltz, & Deklyen, 1993; Pianta, 1999). Author: Makeba C Butler Publish Year: 2017
- Krathwohl, D. R. (1973). The taxonomy of educational objectives – Its use in curriculum Building. In C. Lindval, (Ed.), *Defining Educational Objectives*. University of Pittsburgh Press,
- Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass. Knowles, M. et al. (1984). *Andragogy in Action. Applying Modern Principles of Adult Education*. San Francisco: Jossey-Bass
- Morrison, G. R., Ross, S. M., Kemp, J. E., & Kalman, H. K. (2007). *Designing effective instruction*. (5th Ed). Hoboken, NJ: John Wiley & Sons, Inc
- Ogle, D. (1986) K-W-L A Teaching Model That Develops Active Reading of Expository Text. *The Reading Teacher*, 39, 564-570.
- Teaching Entrepreneurship to Postgraduates by Colin Jones (2014-02-28) ... 30 Jun 2017
- The Educators Guide to Preventing and Solving Discipline Problems by Mark Boynton, Christine Boynton (ISBN: 97
- The Kemp Model of Instructional Design retrieved from
http://etec.cltl.ubc.ca/510wiki/The_Kemp_Model_of_Instructional_Design A wiki that summarizes the major points of the MRK model, with links to other resources 81416602378)
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119 –144. doi: 10.1007/BF00117714
- The Kemp Model of Instructional Design retrieved from
http://etec.cltl.ubc.ca/510wiki/The_Kemp_Model_of_Instructional_Design A wiki that summarizes the major points of the MRK model, with links to other resources.
- The Systematic Design of Instruction Walter Dick, Lou Carey James O. CareyP ublished October 1st 2008 by Allyn & Bacon (first published 1978)

Bibliographies

- Armitage, A (2012), *Teaching and Training in Post Compulsory Education*, 4th Ed., Maidenhead: Open University Press.
- Allison, S. and Tharby, A. (2015), *Making Every Lesson Count: Six principles to support great teaching and learning*, Carmarthen: Crown House Publishing.
- Beetham, H. and Sharpe, R. (2013), *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning*, 2nd Ed., Abingdon: Routledge.
- Curzon, L. B. and Tummons, J. (2013), *Teaching in Further Education: An Outline of Principles and Practice*, 7th Ed., London: Bloomsbury Academic.
- Davies, J. and Merchant, G. (2009), *Web 2.0 for Schools*, New York: Peter Lang.
- Denby, N. (ed.), (2015), *Training to Teach: A Guide for Students*, 3rd Ed., London: Sage.
- Griffith, A. and Burns, M. (2012), *Outstanding Teaching: Engaging Learners*, Carmarthen: Crown House Publishing.
- Gregson, M. and Hillier, Y. (2015), *Reflective Teaching in Further, Adult and Vocational Education*, London: Bloomsbury Academic.
- Haynes, A. and Haynes, K. (2012), *53 Interesting Things to Do in Your Lecturers*, Ely: The Professional and Higher Education Partnership.
- Moore, A. (2012), *Teaching and Learning: Pedagogy, Curriculum and Culture*, 2nd Ed., Abingdon: Routledge.
- Petty, G. (2014), *Teaching Today*, 5th Ed., Oxford: Oxford University Press.
- Race, P. (2014), *Making Learning Happen: A Guide for Post-Compulsory Education*, 3rd Ed., London: Sage.
- Reece, I. and Walker, S. (2007), *Teaching, Training and Learning: A Practical Guide*, 6th Ed., Sunderland: Business Education Publishers.
- Poore, M. (2013), *Using Social Media in the Classroom*, London: Sage.
- The 7 strategies for teaching (Arend and Davis, 2016)
- This involves both the teacher and the student in a process of continual reflection and review about progress.
- Wilson, L. (2014), *Practical Teaching: A Guide to Teaching in the Education and*

Journals

- Creativity Research Journal
- Education and Training
- Educational Assessment

Websites

- <http://hwb.wales.gov.uk/>
- National Foundation for Education Research – www.nfer.ac.uk
- Higher Education Academy – www.heacademy.ac.uk
- <http://learning.wales.gov.uk/learningpacks/mep/numeracy/learning-and-teaching-numeracy/digital-technologies/?lang=en>
- <http://www.pdsttechnologyineducation.ie/en/>

10 facts about Ancient Egypt

5,000 years back in time to discover fascinating facts about Ancient Egypt, from its ancient beginnings to Egypt today...

➤ Facts about Ancient Egypt

1. Most Ancient Egyptian pyramids were built as tombs for pharaohs (rulers of Ancient Egypt) and their families. To date, over 130 pyramids have been discovered in Egypt.
2. The afterlife was incredibly important to the Egyptians. They believed that by preserving a dead person's body – which they did through the process of mummification – their soul would live on in the after-life forever.
3. The Pyramid of Khufu at Giza is the largest Egyptian pyramid. This incredible structure weighs as much as 16 Empire State buildings!
4. Both Egyptian men and women wore make-up. The eye-paint was usually green (made from copper) or black (made from lead). As well as offering protection from the sun, the Egyptians believed make-up had magical healing powers, too!
5. Unwrapped, the bandages of an Ancient Egyptian mummy could stretch for 1.6km. Yikes!
6. The Egyptian alphabet contained more than 700 hieroglyphs!
7. Ancient Egyptians believed in more than 2,000 deities! They had gods for everything, from dangers to chores! Each had different responsibilities and needed to be worshipped so that life could be kept in balance.
8. Cats were considered to be a sacred animal by the Ancient Egyptians. It's thought that most families kept a cat as a pet, which they believed would bring the household good luck!
9. Love playing boardgames with your pals? Well, gang, so did the Ancient Egyptians! One popular game was *Senet*, which was played for over 2,000 years! The game involved throwing sticks (in the same way we throw dice) to see how many squares to move your piece forward on the board.
10. The Ancient Egyptians invented lots of things we still use today, such as paper, pens, locks and keys and – believe it or not – toothpaste!

➤ **Country fact file: Egypt today**

Incredible ancient monuments, scorching deserts and bustling cities – this ancient country is now a sprawling, modern landscape! Read on to learn about the Egypt of today...

- **OFFICIAL NAME:** Arab Republic of Egypt
FORM OF GOVERNMENT: Republic
CAPITAL: Cairo
POPULATION: 87, 562, 261
OFFICIAL LANGUAGE: Arabic
MONEY: Egyptian pound, Guiney
AREA: 1,001,449 square kilometres
MAJOR MOUNTAIN RANGES: Eastern Highlands
MAJOR RIVER: Nile?

➤ **Egypt: geography and landscape**

Without the **Nile River**, all of Egypt would be desert. Only about an 2.5cm of rain falls throughout Egypt each year. But each summer, the Nile river rises because of rains at its source, far to the south in Ethiopia. When this happens, floods cover the river's valleys, leaving sediments needed for trees, plants and crops to grow.

Egypt is often divided into two sections – **Upper Egypt** in the south and **Lower Egypt** in the north. The sections are named this way because the Nile flows from south to north. The river empties into the Mediterranean Sea, on the country's north coast.

Southern Egypt's landscape contains low mountains and desert. Northern Egypt has wide valleys near the Nile, and desert to the east and west. North of **Cairo** (Egypt's capital city) is the sprawling, triangular **Nile River Delta**. This fertile land is completely covered with farms.

Egypt is home to a wide variety of animals and plants, including cheetahs, hyenas, crocodiles and cobras. The best places to see Egypt's wildlife are in its 21 protected regions, which include oases, deserts, mountains, coastal areas, river islands and wetlands.

Egyptians have always been close to the natural world. The ancient Egyptians left paintings and carvings (which can still be seen today!) of large animals like elephants, hippos, leopards and cheetahs. These animals were once common in Egypt, but they are now rare or extinct because of hunting and habitat loss.

➤ **The history of Egypt**

The first people to live on the banks of the Nile were hunters and fishermen, who settled there over 8,000 years ago. They learned to grow crops and raise animals, and they began to build villages and towns. They traded with their neighbours and learned to sail boats. By 3000 B.C., a civilisation was established.

Around 3100 B.C., the kingdoms of Upper and Lower Egypt were unified under a powerful king, later called a pharaoh. These kings built huge pyramids, temples and other impressive monuments. They also conquered other lands.

By 1000 B.C., Egypt had split into smaller parts and the kingdom was in decline. Strong neighbours attacked and took over Egyptian territory – in 31 B.C., Egypt fell under Roman control and centuries later, in A.D. 640, Muslim warriors took over Egypt. These Arab forces ruled Egypt for several centuries and founded the modern capital, Cairo.

In 1882, the British invaded and occupied Egypt. The British wanted control of the **Suez Canal**, which linked the Mediterranean Sea with the Red Sea and greatly shortened the sailing trip from Asia to Europe. The British stayed until Egypt declared independence in 1952.

➤ **Egyptian people and culture**

About 90 percent of Egyptians are Muslim, which means they are followers of the **Islam religion**. About ten percent of Egyptians are **Copts**, one of the oldest branches of the Christian religion.

Egypt's population is growing rapidly. This puts strain on Egypt's resources, since most people live in a narrow strip of land along the Nile River. Having so many people in such a small area causes overcrowding everywhere, from schools and hospitals to apartment buildings and public transport.

Children are highly valued in Egypt, especially in rural areas where they help on family farms. Children are also expected to look after their parents in their old age.

➤ **Egyptian government and economy**

Egypt's geography, population, history and military strength have made it highly influential in the region. Egypt is a democratic republic, although some critics claim that it is not truly democratic. Until 2005, there was never more than one presidential candidate to vote for.

Egypt's most valuable resources are oil and gas, which are exported to other countries. Other exports include metals, textiles, livestock and chemical products. Tourism is also an important part of Egypt's economy, with visitors flocking to see the famous ancient monuments and to enjoy the country's beautiful beaches.

REFERENCE

- "North African Archaeology". *ANTIQUITYOFMAN.COM: Anatomical and Behavioural Evolution*. Retrieved October 15, 2006. Sections, all with content relevant to antiquity: Articles; Books, journals and external resources; Expeditions and fieldwork opportunities; and Professional organizations)
- "Egyptologists' Electronic Forum (EEF), version 64". *Egyptological Societies and Institutes*. September 13, 2015. List shows Egyptology societies and Institutes
- Egyptology at Curlie
- "Egyptology Books and Articles in PDF online". *The University of Memphis Institute of Egyptian Art and Archaeology*. March 6, 2015. Archived from the original on May 30, 2015.
- "Egyptology collection". *The Metropolitan Museum of Art*.

Facts about Ancient Egypt



- 5,000 years back in time to discover fascinating facts about Ancient Egypt, from its ancient beginnings to Egypt today...

10 quick-fire facts on this ancient land, or scroll down to see our modern-day Egypt

- Most Ancient Egyptian pyramids were built as tombs for pharaohs (rulers of Ancient Egypt)
- and their families. To date, over 130 pyramids have been discovered in Egypt
- The afterlife was incredibly important to the Egyptians. They believed that by preserving a dead person's body – which they did through the process of mummification – their soul would live on in the after-life forever.

10 quick-fire facts on this ancient land, or scroll down to see our modern-day Egypt

- The Pyramid of Khufu at Giza is the largest Egyptian pyramid. This incredible structure weighs as much as 16 Empire State
- Both Egyptian men and women wore make-up. The eye-paint was usually green (made from copper) or black (made from lead). As well as offering protection from the sun, the Egyptians believed make-up had magical healing powers, too!

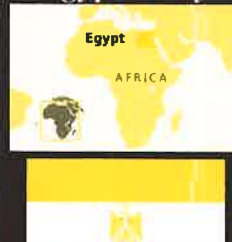
10 quick-fire facts on this ancient land, or scroll down to see our modern-day Egypt

- Unwrapped, the bandages of an Ancient Egyptian mummy could stretch for 1.6km. Yikes
- The Egyptian alphabet contained more than 700 hieroglyphs! Uncover the meaning behind these ancient symbols
- Ancient Egyptians believed in more than 2,000 deities! They had gods for everything, from dangers to chores! Each had different responsibilities and needed to be worshipped so that life could be kept in balance

10 quick-fire facts on this ancient land, or scroll down to see our modern-day Egypt

- Cats were considered to be a sacred animal by the Ancient Egyptians. It's thought that most families kept a cat as a pet, which they believed would bring the household good luck!
- Love playing boardgames with your pals? Well, gang, so did the Ancient Egyptians! One popular game was Senet, which was played for over 2,000 years! The game involved throwing sticks (in the same way we throw dice) to see how many squares to move your piece forward on the board
- The Ancient Egyptians invented lots of things we still use today, such as paper, pens, locks and keys and – believe it or not – toothpaste!

Egypt today



- OFFICIAL NAME: Arab Republic of Egypt
- FORM OF GOVERNMENT: Republic
- CAPITAL: Cairo
- POPULATION: 102, 562, 261
- OFFICIAL LANGUAGE: Arabic
- MONEY: Egyptian pound, Guiney
- AREA: 1,001,449 square kilometres
- MAJOR MOUNTAIN RANGES: Eastern Highlands
- MAJOR RIVER: Nile?

Egypt: geography and landscape



➤ Without the Nile River, all of Egypt would be desert. Only about an 2.5cm of rain falls throughout Egypt each year. But each summer, the Nile river rises because of rains at its source, far to the south in Ethiopia. When this happens, floods cover the river's valleys, leaving sediments needed for trees, plants and crops to grow.

➤ Egypt is often divided into two sections – Upper Egypt in the south and Lower Egypt in the north. The sections are named this way because the Nile flows from south to north. The river empties into the Mediterranean Sea, on the country's north coast.

Egypt's incredible nature



➤ Egypt is home to a wide variety of animals and plants, including cheetahs, hyenas, crocodiles and cobras. The best places to see Egypt's wildlife are in its 21 protected regions, which include oases, deserts, mountains, coastal areas, river islands and wetlands.

➤ Egyptians have always been close to the natural world. The ancient Egyptians left paintings and carvings (which can still be seen today!) of large animals like elephants, hippos, leopards and cheetahs. These animals were once common in Egypt, but they are now rare or extinct because of hunting and habitat loss.

The history of Egypt



➤ The first people to live on the banks of the Nile were hunters and fishermen, who settled there over 8,000 years ago. They learned to grow crops and raise animals, and they began to build villages and towns. They traded with their neighbours and learned to sail boats. By 3000 B.C., a civilisation was established.

➤ Around 3100 B.C., the kingdoms of Upper and Lower Egypt were unified under a powerful king, later called a pharaoh. These kings built huge pyramids, temples and other impressive monuments. They also conquered other lands.

The history of Egypt



➤ By 1000 B.C., Egypt had split into smaller parts and the kingdom was in decline. Strong neighbours attacked and took over Egyptian territory – in 31 B.C., Egypt fell under Roman control and centuries later, in A.D. 640, Muslim warriors took over Egypt. These Arab forces ruled Egypt for several centuries and founded the modern capital, Cairo.

➤ In 1882, the British invaded and occupied Egypt. The British wanted control of the Suez Canal, which linked the Mediterranean Sea with the Red Sea and greatly shortened the sailing trip from Asia to Europe. The British stayed until Egypt declared independence in 1952.

Egyptian people and culture



➤ About 90 percent of Egyptians are Muslim, which means they are followers of the Islam religion. About ten percent of Egyptians are Copts, one of the oldest branches of the Christian religion.

➤ Egypt's population is growing rapidly. This puts strain on Egypt's resources, since most people live in a narrow strip of land along the Nile River. Having so many people in such a small area causes overcrowding everywhere, from schools and hospitals to apartment buildings and public transport.

➤ Children are highly valued in Egypt, especially in rural areas where they help on family farms. Children are also expected to look after their parents in their old age.

Egyptian government and economy



➤ Egypt's geography, population, history and military strength have made it highly influential in the region. Egypt is a democratic republic, although some critics claim that it is not truly democratic. Until 2005, there was never more than one presidential candidate to vote for.

➤ Egypt's most valuable resources are oil and gas, which are exported to other countries. Other exports include metals, textiles, livestock and chemical products. Tourism is also an important part of Egypt's economy, with visitors flocking to see the famous ancient monuments and to enjoy the country's beautiful beaches.