

## Year Group Curriculum Planning Overview

<b>Year Group: 3</b>	<b>Term: 2</b>	<b>Unit: Ancient Egyptian Civilisation</b>	<b>Timescale: 12</b>	<b>Values:</b>		
<b>Big Question: What was life like in Ancient Egypt and how can we possibly know?</b>			<b>Core Text: Secrets of Sun King/ The Scarabs Secret</b>			
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>
<b>Steps to Understanding</b> Questions that help to focus in on answering the Big Question	How do we know about the Ancient Egyptians?  Geography History Art  1 week	Why did Ancient Egyptians live by the river Nile?  Geography History Music DT  1 week	What was daily life like for the Ancient Egyptians?  History Drama D&T  4 weeks	Who ruled over the Ancient Egyptians?  History English (diary of a pharaoh) Role-play  2 weeks	What did the Ancient Egyptians believe in?  History Art Role-play  3 weeks	Why did the Ancient Egyptians travel outside of their land?  Geography History  1 week
<b>Core Knowledge</b> What do I want each child to know by the end of each step?	To understand where Egypt is in the world. Understand that we have evidence from the past through artefacts. To know that most of Egypt is made up of desert.	To know Ancient Egyptian civilisation was established along the river Nile because everything needed for life was there.  To know that the Ancient Egyptians were farmers and grew food.	. To know about their houses, markets, make-up, clothes. Arts and music. They had a writing system (hieroglyphs)	To know that the Ancient Egyptians were ruled over by Pharaohs. They lived in rich palaces and had immense wealth. When they were buried, their bodies were mummified and stored in tombs inside of pyramids.	The Ancient Egyptians believed in the afterlife. They had priests and elaborate burial ceremonies. Their tombs contained everything they believed they would need in the afterlife. Ancient Egyptians believed that the spirit of the Gods lived inside the pharaohs.	To know that the Ancient Egyptians were soldiers and they were experts in river travel.
<b>Key Vocabulary</b>	Ancient Evidence Artefacts					
<b>What are the difficulties and misconceptions?</b>	Topic related vocabulary. The similarities and differences between the Aztecs and Ancient Egyptians.					
<b>Prior Learning:</b>	<b>Continents, Victorians, History of chocolate (the Aztecs).</b>					

<b>Ignition:</b> How will you begin your unit?	Total immersion Egyptian Day – classroom transformation with varying activities. Factual investigation corner, make and decorate pyramid corner, create the river Nile landscape corner, Archaeology corner, examining artefacts and sketching corner, mummification corner and canopic jar investigation (hieroglyphs/cooking flat bread). Children will have 40 mins doing each activity including meeting a character in role. Photographic evidence. Letter from Howard Carter’s decedents asking for help setting up an exhibition in the Birmingham museum and art gallery.
<b>Rationale:</b>	The aim of the module is to develop a enquiry into the Ancient Egyptian Civilisation. Pupils will learn about life in Ancient Egypt including Gods and Goddesses (belief system), farming, importance river Nile, pyramids, the work of archaeologists and mummification, hieroglyphics. The sequence of lesson plans will teach children the history of the Ancient Egyptians. There will be links to history, geography, D&T, art, music, PSHE/citizenship and RE.
<b>Trips:</b>	Birmingham Museum Ancient Egyptian Tour

### Medium Term Planning

Week	Prior Knowledge	Big Question and Little Question	What do I want them to know by the end of the week?	WALT (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
1	Continents, Victorians, History of chocolate (the Aztecs).	What was life like in Ancient Egypt and how can we possibly know?  How do we know about the Ancient Egyptians?	That we have artefacts and buildings that have survived from the time of the Ancient Egyptians and these tell us about what life was like.	WALT; use maps, atlases, globes and digital mapping to locate countries and describe features  WALT: investigate historical evidence and use appropriate vocabulary to explain our	<a href="#">Introducing Ancient Egypt   History - Lost Lands - YouTube</a>  <b>Session 1A</b>  GD on a map of Europe and Africa children locate and mark the UK and Europe, Africa and Egypt.  On a simple African map children identify and colour Egypt  SEN – pre-labelled map colour Egypt.	Atlases, globes,	Europe  Africa  Egypt  Desert  River  Artefact  City  Towns  Coast		True/false quiz of our learning about Egyptian geography.

				findings	<p style="text-align: center;"><b>Session 1B</b></p> <p>Use google earth to identify geographical features of Egypt.</p> <p style="text-align: center;">GDMA/HA</p> <p>Create a glossary for key vocab. Some to match some to define</p> <p style="text-align: center;">SEN</p> <p>Match definitions to words, create a picture.</p> <p style="text-align: center;"><b>Session 2</b></p> <p>Photograph of Egyptian Artefact showing aspect of life.</p> <p style="text-align: center;">GD –</p> <p>More detailed and why was this depicted and what's important?</p> <p>MA - Children label around the photograph what they can see.</p> <p>SEN – children have list of things that are shown on the photograph and they use these to label the photograph.</p>			Glossary definitions Word labels	
2		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>Why did Ancient Egyptians</p>	<p>Children will know that the Ancient Egyptians settles by the river Nile because it gave them access to farmland to grow food, keep animals, grow crops to make</p>	<p>WALT: understand why the ancient Egyptian settled along the river Nile</p> <p>WALT: understand how the Ancient</p>	<p style="text-align: center;"><b>Session 3A</b></p> <p>Using a simple map, create a model showing the river Nile running through Egypt. Children add key features – crops, villages, mountains, boats, Valley of the Kings, Giza, places for animals.</p> <p style="text-align: center;"><b>Session 3B</b></p> <p>Children use model to create their own map.</p> <p>GD – have country outline only. Draw Nile and other features. Label seas and create own key</p>	<p>Simple map</p> <p>Blue cloth</p> <p>Labels</p> <p>Pictures</p>	<p>River</p> <p>River mouth</p> <p>Crops</p> <p>Villages</p> <p>Mountains</p> <p>Valley</p> <p>Giza</p> <p>Valley of the</p>		<p>Summarise what the river Nile made possible.</p>

		live by the river Nile?	paper, clothes, transportation	Egyptians farmed along the river Nile.	<p>MA – outline of country with Nile on -as above</p> <p>SEN – have country with river. Key – children put this on map.</p> <p><b>Session 4</b></p> <p>Children use evidence to make notes about the crops grown and animals farmed by the AE.</p> <p>GD/HA – write two paragraphs about farming</p> <p>M – write one paragraph about farming</p> <p>SEN complete chart sorting crops and animals and illustrate</p>	<p>Pictures of crops</p> <p>Animals</p> <p>Crop storage</p> <p>Non fiction texts</p>	<p>Kings</p> <p>Crops</p> <p>Harvest</p> <p>Season</p> <p>Animals in farming</p>	<p>Paragraphs</p> <p>Words written on sorting chart</p>	
3		<p><b>What was life like in Ancient Egypt and how can we possibly</b></p> <p>What was daily life like for the Ancient Egyptians?</p>		<p>WALT: begin to recognise and identify instruments being played</p> <p>WALT: understand the musical instruments used by the Ancient Egyptians.</p> <p>WALT: measure, mark out, cut, score and assemble</p>	<p><b>Session 5A</b></p> <p>Music.</p> <p>Children look at instruments we have in school. Identify and name each instrument and describe the sound it makes.</p> <p>Photograph children reflect and name instruments they played.</p> <p>SEN – have instrument names available</p> <p><b>Session 5B</b></p> <p>Children use photographs and captions to identify the instruments used by the Ancient Egyptians. Children design how they will make an instrument like the ancient Egyptians. Create a design criteria as a class.</p> <p><b>Session 6</b></p> <p>Children to make the Ancient Egyptian instruments they have designed.</p>	<p>School instruments</p> <p>Labels to match for SEN</p> <p>Camera</p> <p>Design sheet</p> <p>Drawings and descriptions of AE instruments</p>	<p>Sound</p> <p>Play</p> <p>Tambourine</p> <p>Shaker</p> <p>Glockenspiel</p> <p>Xyler phone</p> <p>Drums</p> <p>Percussion</p> <p>Rhythm</p> <p>Beat</p>	<p>Write design criteria</p>	

				components, to work safely and accurately and to think about our ideas as we make.					
4		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>What was daily life like for the Ancient Egyptians?</p>		<p>WALT: evaluate our instruments against our original design criteria.</p> <p>WALT: find out about the everyday lives of the Ancient Egyptians and where they lived.</p> <p>WALT: use a range of sources to find out about the rich and poor Egyptians.</p> <p>WALT: perform simple rhythmic parts and improvise</p>	<p><b>Session 7a</b></p> <p>Children to evaluate their musical instruments using DT evaluation sheet. Refer back to design criteria created in previous session.</p> <p><b>Session 7b</b></p> <p>Children to investigate what AE homes were like and what they would have inside. Children are to create a floor plan detailing which rooms are which and what they would have inside. Children also to create a front view/picture of an AE house and to label the thatched roof, mud brick walls, garden.</p> <p>All to have floor plan printed.</p> <p>HA/WA/WT – to have a picture of an AE and try to draw their own.</p> <p>LA/SEN – have pre-drawn house and pre-printed labels.</p> <p><b>Session 8</b></p> <p>Children to research food that poor people and rich people would eat (including at a banquet). Comparison table in books.</p> <p>LA/SEN – pre – printed phrases for table.</p> <p>Drama activity where we taste some AE and play our AE instruments. Photographs in books.</p>	<p>Evaluation sheet</p> <p>Floor plans</p> <p>Non-fiction texts with pics and information about homes</p> <p>Grapes</p> <p>Flat bread</p> <p>Pastry</p> <p>Fig</p> <p>Table</p>	<p>Evaluate</p> <p>Home</p> <p>House</p> <p>Shelter</p> <p>Roof</p> <p>Rooms</p> <p>Plan</p> <p>Thatched</p> <p>Banquet</p> <p>Compare</p> <p>Grapes</p> <p>Flat bread</p> <p>Pastry</p>		<p>Summary of the DT done</p> <p>Summarise banquet</p>

				repeated patterns.		Phrases Cameras	Fig		
5		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>What was daily life like for the Ancient Egyptians?</p>		<p>WALT: look at the Ancient Egyptian period to find out about dress, hair and make-up.</p> <p>WALT: look at the Ancient Egyptian period to find out about dress, hair and make-up.</p>	<p><b>Session 9a and 9b.</b></p> <p>Watch Horrible Histories clips and look at images.</p> <p>Children are to draw a face of what an AE would look like. All children to have head/shoulders for them to design on.</p> <p>HA – add labels to show what the products were made of.</p> <p><b>Session 10</b></p> <p>Investigate what kind of clothing the AE would wear. Children to complete a ‘paper doll’ activity where they add clothes to a paper doll to make it look an AE.</p>	<p>Horrible history clip</p> <p>Head and shoulders</p> <p>Non-fiction text with pics</p> <p>Paper dolls paper</p>	<p>Tunic</p> <p>Collar</p> <p>Amulet</p> <p>Wig</p> <p>Grease</p> <p>Fat</p> <p>Lead bangle</p>		<p>Exit ticket</p> <p>Is this appropriate given the weather in AE?</p>
6		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>What was daily life like for the Ancient Egyptians?</p>		<p>WALT: understand why rich Ancient Egyptians used slaves.</p> <p>WALT: use persuasive language for an advert.</p> <p>WALT: summarise what we have learnt so far.</p>	<p><b>Session 11a</b></p> <p>Teacher in role (a rich person who discuss’ how things are organised in their house and the slaves). She has some to talk to us because she wants to employ a new slave. She gives us all the things we need to advertise for a new slave. WAGOLL activity where the children add their own ideas ready to write an advert.</p> <p><b>Session 11b</b></p> <p>Children to write their slave adverts up onto dated paper.</p> <p><b>Session 12</b></p> <p>Children use the diamond 9 activity to summarise all the things we have learnt about the AE so far. Mixed ability pairs to complete activity.</p>	<p>TinR costume</p> <p>WAGOLL</p> <p>Dated paper</p> <p>Diamond nine</p>	<p>Slave</p> <p>Noble</p> <p>Duties</p> <p>Advert</p> <p>Persuade</p>	<p>Write advert</p>	<p>Would you like to be a slave in AE?</p> <p>Give 3 reasons</p>

					Half Term				
7		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>Who ruled over the Ancient Egyptians?</p>		<p>WALT; compare the British royal family with an AE royal family.</p> <p>Same/different</p> <p>WALT; create historical questions to find out about Tutankhamun</p> <p>WALT summarise information to create a fact file</p>	<p><b>Session 13a</b></p> <p>Investigate our royal family and AE Pharaoh and children to complete a comparison activity.</p> <p>LA/SEN – have printed sentences to organise.</p> <p><b>Session 13b</b></p> <p>Create questions to ask somebody who knew a Pharaoh.</p> <p><b>Session 14</b></p> <p>Teacher in role as character from the story. Children to create a fact file about Tutankhamun.</p>	<p>Details from non-fiction text on Royal Family UK and AE royal family</p> <p>SEN need sentences.</p> <p>Slave costume</p>	<p>Royal Noble King Queen Pharaoh Power control</p>	<p>Write comparison</p> <p>Write questions to ask</p> <p>Fact File</p>	
8		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>Who ruled over the Ancient Egyptians?</p>		<p>WALT; understand why Howard Carter and other archaeologists sort to find out about AE</p> <p>WALT understand how pharaohs bodies were preserved after death</p> <p>WALT; present formal information</p>	<p><b>Session 15</b></p> <p>Children to watch clip about the excavation of Tutankhamun.</p> <p><a href="#">The Excavation of Tutankhamun's Mummy   King Tut in Color - YouTube</a></p> <p><b>Session 15b</b></p> <p>Children to create an order of Tutankhamun's coffins. HA- to write their own captions for the images.</p> <p>LA/SEN – have printed captions to match to the images.</p> <p>Class discussion about all the other belongings found in Tutankhamun's tomb.</p> <p><b>Session 16</b></p> <p>Children to write a newspaper report using all the things we have found out about Tutankhamun's tomb.</p>	<p>Clip</p> <p>Picts of coffins for SEN</p> <p>Captions</p> <p>WAGOLL</p>	<p>Excavate Archaeologist Coffin Sarcophagus Tomb Pyramid Belongings Howard Carter Who What Where When Why</p>	<p>News report</p>	

9		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>What did the Ancient Egyptians believe in?</p>		<p>WALT: investigate why the AE used pyramids to house tombs and what a pyramid is made up of</p> <p>WALT explain what the AE believed about an afterlife</p>	<p><b>Session 17a</b></p> <p>Look at pictures of pyramids. How big are they? Comparison to modern day houses. Children to label the inside of a pyramid. LA/SEN – pre-printed labels.</p> <p><b>Session 17b</b></p> <p>Discuss the idea that AE believed in the afterlife and they had to be buried with all of the things they would need. Children to have a description of a tomb. In mixed ability pairs children highlight the things a Pharaoh would be buried with.</p> <p><b>Session 18</b></p> <p>Children pick out the key things that a Pharaoh would have buried with them and are to draw these onto a blank Pharaoh tomb.</p>	<p>Pyramid pictures and labels</p> <p>Description</p> <p>High lighters</p> <p>Blank tomb</p>	<p>Belongings</p> <p>Afterlife</p> <p>Mummification</p> <p>Embalming</p> <p>Canopic jars</p> <p>Organs</p> <p>Traps</p> <p>Deadly</p>		
10		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>What did the Ancient Egyptians believe in?</p>		<p>WALT: understand how AE bodies were preserved after death</p> <p>WALT to be able to explain what the AR's believed happened to a person before they could enter the afterlife.</p>	<p><b>Session 19a</b></p> <p>Drama based activity where children show the steps of mummification. Photographs as evidence in books.</p> <p><b>Session 19b</b></p> <p>Class discussion about the fact that AE were very religious. They believed in many Gods. Focus on Anubis God of embalming.</p> <p><b>Session 20</b></p> <p>Investigate the heart weighing ceremony. Teacher to model with scales, feather and something that weighs the same as a human heart to show that this would be impossible. Children to then create a decision diagram to show what would happen if their heart was heavier and what would happen if their heart lighter.</p>	<p>Scales</p> <p>Feathers</p> <p>Heart sized object</p>	<p>Anubis</p> <p>Organs</p> <p>Judgement</p> <p>Salk water</p> <p>Dry out</p> <p>Bandage</p> <p>God</p> <p>Ammut</p>	Decision diagram	
11		<p><b>What was life like in Ancient</b></p>		<p>WALT; to understand how the AE</p>	<p><b>Session 21 A</b></p> <p>Investigate hieroglyphs and how they have been found in temples and pyramids. What were they for? What are they</p>	<p>Hieroglyphs</p> <p>Photos</p>	<p>Symbols</p> <p>Rosetta stone</p>		End of Unit Test

		<p><b>Egypt and how can we possibly know?</b></p> <p>What did the Ancient Egyptians believe in?</p>		<p>communicated through writing.</p> <p>WALT: explain how important the Rosetta Stone is to our understanding of the AE</p> <p>WALT use the AE's written language</p>	<p>made up of?</p> <p>Entry ticket – what could these mean?</p> <p><b>Session 21 B</b></p> <p>Explore the Rosetta Stone. How was it found? Why was it important? What information does it give us? Children now translate using the knowledge we've got from the Rosetta Stone. (Secret messages)</p> <p><b>Session 22</b></p> <p>Children write in hieroglyphs, messages to each other and then have to translate.</p>	Entry ticket	Communicate message		Entry ticket
12		<p><b>What was life like in Ancient Egypt and how can we possibly know?</b></p> <p>Why did the Ancient Egyptians travel outside of their land?</p>		<p>WALT: investigate how and why the AE travelled outside of their country</p> <p>WALT: summarise what we have learnt to answer out key question</p>	<p><b>Session 23A</b></p> <p>Use non-fiction texts to find out how and why the AE's travelled. Create a map showing where they travelled to and what they traded.</p> <p><b>Session 23B and Session 24</b></p> <p>Discuss and rank in order the information and learning we have completed. Rough out a floor plan for the exhibition detailing where everything should go.</p> <p>Small teams design each area. Indicate if their area will want dummies/interactive screens/ activities for people to do.</p> <p>Re-cap our Cadbury World visit – thinking about how we learnt while visiting the exhibition.</p>	<p>Map</p> <p>Labels</p> <p>Non-fiction text</p> <p>Floor plan of Exhibition hall</p>	<p>Exhibition</p> <p>Travel</p> <p>Trade voyage</p>		

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**Calendar for the Autumn Term**

<b>Date</b>	<b>Event/ Activity</b>	<b>Date</b>	<b>Event/ Activity</b>
Wk1	Settling in week Baseline Assessments for UKS2 and Reception Phonics Assessments	Wk8	Trips
Wk2		Wk9	Trips
Wk3		Wk10	Trips
Wk4		Wk11	Assessment Week Phonics Screening Mock Check Y4 Multiplication Tables Check Mock Test
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests
Wk7	Trips Parents Evening Thursday 2st October Inset Friday 22 <sup>nd</sup> October	Wk14	N/R/Y1 Nativity Dress Rehearsal N/R/Y1 Nativity Y2 Dress Rehearsal Y2 Christmas Production
	Half Term		Christmas Break

Knowledge Organiser