



Kindness

Positivity

Respect

SUBJECT MEDIUM TERM PLANNING

Year Group: 3	TERM: Spring 1	Topic: Ancient Egyptians
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National Curriculum:
 The achievements of the earliest civilizations – a depth study of Ancient Egypt.

<p>Context: Children will learn that the Ancient Egyptians were a civilisation who lived thousands of years in the past, and will build on their understanding of timelines using events that they already know like the Great Fire of London. They will learn that Ancient Egyptians lived in Africa (see Y2 Geography) and chose to settle along the Nile because it was a fertile area. They will understand how Egyptian society was a hierarchy with the pharaoh as ruler, farmers providing food and slaves building pyramids and tombs.</p>	<p>Concepts: Civilisation –society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. Power – how rulers were viewed as gods. The importance of a hierarchy to maintain a civilisation.</p> <p>Disciplinary knowledge: Significance – hieroglyphs, historical landmarks Cause and consequence – flooding of the Nile and the fertile land.</p>	<p>Vocabulary: artefact, archaeologist, Canopic jars, hieroglyph, Pharaoh, Sphinx, tomb, mummification, evidence, ancient</p>
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<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p>Children have previously used a timeline to order events in the Victorian era and during the Great Fire of London. They will build on their knowledge of the past by understanding that the Egyptians were an ancient civilisation and that the timeline reaches further back into the past.</p> <p>They have learnt about hierarchy in society when learning about the role of monarch when studying the life of Queen Elizabeth II and Queen Victoria.</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Children will study and compare other ancient civilisations in Y4 and Y5 e.g. Romans and Greeks. They will build upon their learning in Y3 when considering how ancient civilisations have influenced modern society and how advances made thousands of years ago affect present day life.</p> <p>They will continue to understand how archaeologists look for evidence about how people lived in the past and how historians use these sources to construct different narratives about the past.</p>		
<p>End points /by the end of this unit pupils will...</p> <p>Know when the Ancient Egyptians lived in relation to other periods studied and understand the term ancient. Know that Egypt is located in Africa. Understand the importance of the River Nile in Egypt and the reason why people chose to settle near it. Understand that the pharaoh was a ruler and the role of other citizens such as farmers and slaves. Understand how historians use artefacts to explore beliefs and rituals from Ancient Egypt. Understand that the Egyptians were civilisation because they had a clear system of rule and beliefs.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1 Initial history assessment Timeline activity To assess our existing knowledge of the Ancient Egyptians.</p>	<p>1. Initial assessment – what do we already know about people who lived in the past? Which events have you studied which is in the past? How long ago did this happen? Picture prompt – the Great Fire of London. Can you name a society (group of people) who lived in the past? Picture</p>	<p>Which period of time do the Ancient Egyptians belong to? How long ago was this? How do we know about the past?</p>	<p>Yellow A5 sheets of paper Knowledge organisers on A4 for each child.</p>

<p>Understand how the Ancient Egyptian era fits into a timeline of other periods of history that have been previously studied.</p>	<p>prompt artefacts from the Victorian era. Focusing on the Victorian era – what do we know about the ruler or monarch from this era? What were the achievements from this era? Do we remember what the British Empire was?</p> <ol style="list-style-type: none"> 2. Introduce the Egyptians as our new theme. Stick in Knowledge organizer and read out vocabulary that we are going to learn. Does anyone know about the Egyptians already? 3. Stick in initial assessment sheet over a double page. See whether they can answer any of the prompt questions (See final assessment questions below). 4. Ask children ‘What do we want to know?’ Children discuss in groups and write a question to investigate on a pyramid template. Stick a selection of questions onto our knowledge tree. 5. Review the time periods previously studied, e.g. when were you born/ your parent/grandparents? What do you remember about Victorian times? The Great Fire of London? Every child from the year group will create a human timeline from present day to Ancient Egyptian times. Each child stands for 100 years. Take a photo of the children with key points highlighted on the timeline. Back in the classroom children create the timeline in their books using the same key points and including themselves on the timeline. Class discussion about what was happening in Britain at this time. 	<p>What was happening in Britain at the time?</p>	<p>Pyramid picture paper child for writing their question on.</p> <p>Walt and task sheet for each child.</p> <p>Long yellow strip of card to stick timeline cards onto.</p> <p>A sheet of timeline cards to order per child.</p>
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	(At the end of the topic children go back to fill in what they have learnt – see below.)		
<p>2 Geography of Egypt</p> <p>Locate Egypt and its landmarks</p> <p>Locate Egypt on a map and consider the location of Giza in relation to Cairo, Egypt's capital city, and the River Nile.</p>	<p>The children 'fly' using google maps from Sheffield to Egypt to locate where Egypt is on a world map. Discuss its location in terms of continent, where it is in the world, what the land is like? Why do they think one strip of the land is greener than the rest? Then zoom closer into Egypt to focus on locations in Egypt – Cairo, Giza, Valley of the Kings. Children go on a hunt around school to find the picture of a landmark area and locate it on their map.</p> <p>Challenge Use QR codes to find out information about certain locations on the map. To finish the children go on a virtual tour to the pyramids at Giza and learn about the shape of the pyramids to be revisited in a few lessons' time.</p>	<p>Where in the world is Egypt?</p> <p>Which continent is Egypt on?</p> <p>What is the countryside like in Egypt?</p> <p>What would it have looked like in ancient times?</p>	<p>WALT stickers</p> <p>Continents map per child.</p> <p>Landmark posters.</p> <p>Egypt map per child.</p> <p>Challenge task.</p> <p>Ipads for challenge.</p>
<p>3 Farming</p> <p>To understand the importance of the River Nile in Egypt and the reason why people settled near it.</p> <p>Understand the Ancient Egyptian farming process and link this to present day farming in Egypt.</p>	<p>Return to the map from the previous lesson and colour in the land around the Nile in green. Discuss why this land was green – it was fertile compared to the desert surrounding it. Why was this important? Why do you think people chose to settle here? Using a video introduce children to the yearly cycle of weather in Egypt and how this linked to the farming calendar. (https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywty).</p>	<p>Why is the land around the Nile green?</p> <p>Where did farmers grow their crops?</p> <p>What crops did they grow?</p> <p>How many seasons did the farmers have?</p> <p>What happened in each season?</p> <p>How did the Egyptians use the River Nile to water their crops? How would they get the water to the fields?</p>	<p>Farming wheel worksheet.</p> <p>Challenge task</p> <p>Egyptian topic books.</p> <p>Vocabulary support sheet.</p> <p>Straws</p> <p>Blu tack</p> <p>Cupcake cases.</p>

	<p>Children present their learning about the different farming seasons as a farming cycle on a spinner. Link this farming calendar to modern times</p> <p>Introduce children to the shaduf, looking at paintings and then more recent photographs. Using straws, blu tac and card, have a go at building one. Discuss ideas about how the Ancient Egyptians might have built one?</p>		
<p>4 Gods and Goddesses: To understand why Gods and Goddesses were so important to the Egyptians.</p> <p>To understand the role of some of the Gods and Goddesses.</p>	<p>Introduce the children to some of the Gods and discuss why Gods were important to the Egyptians (https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8).</p> <p>How do we now about the gods? Look at examples of hieroglyphics in the temples which show the gods and examples of statues. Relate to the work of archaeologists who have pieced together all of this evidence to work out what each god represents.</p> <p>Using QR codes children research one God and present their findings as a poster. This will be a group activity with a scribe, researcher and illustrator.</p>	<p>Why did the Egyptians have so many Gods? What are the names of some of the Gods? What roles did some of the Gods have?</p>	<p>Ipads</p> <p>Challenge questions.</p> <p>Poster paper. Felt tips. Coloured paper. Egyptian topic books.</p>
<p>5 Burial customs</p> <p>To understand the process of mummification.</p> <p>To understand why the Egyptians mummified the bodies.</p>	<p>What do we know already about mummification? Watch a video talking them through the process of mummification (https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn). Then using an interactive game remind children of the steps. (https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/making-a-mummy/). There is also a song about the River Nile - https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-ancient-egypt-song-living-living-river-nile/ztb3sk7.</p>	<p>What were the steps to mummification?</p> <p>Why did the Egyptians mummify their bodies?</p> <p>Where did the organs go?</p>	<p>Steps for mummification worksheet. Word bank support sheet.</p> <p>Orange Tissue</p>

	<p>Children present their learning as a step-by-step guide using the pictures as a prompt for what to write. Support match the step to the picture and stick in book in correct order.</p> <p>Teacher with the help of children will demonstrate the process using an orange – see video https://www.bbc.co.uk/bitesize/articles/zrcg2sg. (Curriculum link – Big Write in English ‘ A Day in the life of an Egyptian Embalmer)</p>		
<p>6 Canopic jars</p> <p>To use clay sculpting skills to create a Canopic jar.</p> <p>To learn how to make a thumb pot.</p> <p>(3 lessons)</p>	<p>Recap how the Egyptians buried their dead and what they used to put the organs in. Show children some pictures of Canopic jars and explain we are going to make one.</p> <p>Process</p> <ol style="list-style-type: none"> 1. Design base of Canopic jar in sketchbooks using traditional Egyptian patterns. 2. Create Hieroglyph name to put on design later. 3. Form clay head out of clay. See video tutorial link on flipchart). 4. Paint and finish using a PVA glaze. 5. Evaluate and take photo for sketchbooks. 	<p>Why was the mummification process used?</p> <p>How were the organs stored?</p>	<p>Canopic jars worksheet.</p> <p>Clay</p> <p>Clay tools</p> <p>Clay boards</p> <p>Poster paint in earthy colours.</p>
<p>7. British Museum Artefacts</p> <p>To understand the terms primary and secondary evidence and how artefacts help historians build their knowledge of the past.</p>	<p>Children receive an email from the British Museum telling them information cards for some of the artefacts in their collection have been lost. The children’s job is to unpack the artefacts, find out information about them and write up an information card to send back to the museum. Discuss with the children the difference between primary and secondary evidence. Once unpacked, ask the children for their initial thoughts about what the artefacts could have been used for. Relate this work to the job of an archaeologist. Children use ipads using specific QR codes and books to research about their item.</p>	<p>What is someone who researches and finds evidence out about the past called?</p> <p>What is the correct name for an object that links to history called?</p> <p>What is primary/ secondary evidence?</p>	<p>Museum boxes</p> <p>Artefacts</p> <p>Tissue paper</p> <p>Ipads/ Chrome books</p> <p>Museum cards to complete with research.</p> <p>Support museum cards to complete for SEN</p> <p>Initial ideas posters</p>

<p>8. Pyramids To understand how and why the Egyptians built pyramids.</p> <p>To understand how the process of pyramid building changed.</p>	<p>Watch short explanation video of how the Egyptians built the pyramids then sing the song. Go through the powerpoint linked in flipchart about different types of pyramids and discuss. Quiz the children on the names and characteristics.</p> <p>Children to match the type of pyramid to the description in the order they developed and then have a go at building pyramids investigating how many blocks would be used for each.</p> <p>Use Google Earth to see how the pyramids are still standing today. What could people who lived after the Egyptians learn from them?</p>	<p>Where did the stone come from? How was it transported? How did the pyramids change over time? Why did they change?</p>	<p>Task sheet 1 – types of pyramids. Task 2 – Making Pyramids. Dienes blocks.</p>
<p>9. Assessment</p>	<p>Recap our topic by discussing what we have learnt about the skills of the Ancient Egyptians – builders, craftsmen, farmers. How do we know this is how they lived?</p>	<p>What have you learnt now? When and where did the Ancient Egyptians live? Why was the River Nile so important? How did they write? Can you name any god and goddesses? What were Canopic jars used for?</p>	