

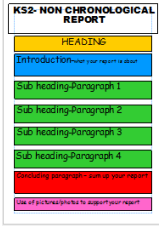



Medium Term Planning Format		
Cohort	Year 3	
Enquiry Question (QUESTIONING)	How can we re-discover the wonders of Ancient Egypt?	
Enquiry Driver	History	
Enquiry Enhancer	D&T	
Main Enquiry Theme	Ancient Egypt	
National Curriculum Objective	<p><u>History</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p><u>Design and Technology</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I place events, artefacts and historical figures on a timeline using dates? • Can I use evidence to ask questions and find answers to questions about Ancient Egypt? • Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can I research what it was like for different classes in Ancient Egyptian society? • Can I explain how events from the past have helped shape our lives today? • Can I explain the importance of faith in Ancient Egyptian society? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> • Can I join textiles of different types in different ways? • Can I choose textiles both for their appearance and qualities? • Can I select the most appropriate materials? • Can I use a range of techniques to shape and mould? • Can I make sure that my product looks attractive? <p><i>(Children will make Egyptian jewellery)</i></p>	

Main Text	<ul style="list-style-type: none"> • Flat Stanley and the Egyptian Grave Robbery by Jeff Brown • Egyptian Treasures by Catherine Chambers • The Scarab's Secret by Nick Would • Meet the Ancient Egyptians by James Davies. 													
Main Writing Genre	<p>Newspaper article</p> <p>Non-chronological report</p>	<p>The children will write newspaper articles on the discovery of Tutankhamun's tomb.</p> <p>The children will produce non-chronological reports about the Ancient Egyptians and their way of life.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="865 779 1024 1003">  </div> <div data-bbox="1093 779 1252 1003">  </div> </div>												
Enquiry Hook (Questioning) [Experiences/experts]	<p>Trip to Liverpool World Museum or a visit from Adrian Worrell.</p>													
Subsidiary Enquiries	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">LC1</td> <td>Where is Egypt and who were the Ancient Egyptians?</td> </tr> <tr> <td style="text-align: center;">LC2</td> <td>Why was the River Nile so important?</td> </tr> <tr> <td style="text-align: center;">LC3</td> <td>Who were the pharaohs and why were they important?</td> </tr> <tr> <td style="text-align: center;">LC4</td> <td>What was the afterlife?</td> </tr> <tr> <td style="text-align: center;">LC5</td> <td>Who is Tutankhamun?</td> </tr> <tr> <td style="text-align: center;">LC6</td> <td>Why did the Ancient Egyptians need to develop a system of writing?</td> </tr> </table>		LC1	Where is Egypt and who were the Ancient Egyptians?	LC2	Why was the River Nile so important?	LC3	Who were the pharaohs and why were they important?	LC4	What was the afterlife?	LC5	Who is Tutankhamun?	LC6	Why did the Ancient Egyptians need to develop a system of writing?
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Reflection of Learning (SHARING)	<p>Year 3 Egyptian jewellers: children to set up a shop to sell their jewellery.</p>													
Potential Sticky Knowledge	<ul style="list-style-type: none"> • The River Nile is the longest river in the world, stretching 6,695km and running through 10 countries. • Howard Carter was an archaeologist, who discovered the tomb of King Tutankhamun. • Tutankhamun was named 'Boy King' because he became a pharaoh at only 9 years old. He then died at the age of 18. • Mummification was the process of preserving a body after death. This was so that they could continue into the afterlife. • Bodies of pharaohs were placed in tombs in pyramids with all the belongings they would need for the afterlife. 													

- A person’s liver, intestines, lungs and stomach were placed in Canopic Jars: each jar had a different top representing an animal or human head.
- The heart was left inside the body because Egyptians believed it would be weighed in the afterlife to see whether the person had led a good life.
- Both Egyptian men and women wore make-up. As well as offering protection from the sun, they believed make-up had magical healing powers.

Knowledge Mat

Year 3 Knowledge Organiser (Summer 1): How can we re-discover the wonders of Ancient Egypt?

Subject Specific Vocabulary		Sticky Knowledge about the Ancient Egyptians	Learning Challenges
Ankh	A symbol of life, health, happiness and power.	The Ankh is the longest used symbol in the world, starting 4000 years and coming through 30 centuries.	LCH1 Where is Egypt and who were the Ancient Egyptians?
Amulet	Something to protect against evil.	Amulets were worn on the neck or carried in the hand to ward off evil spirits.	LCH2 Why was the River Nile so important?
Amulet	Small objects that were carried for protection.	Tomb reliefs were carved by hand and showed the deceased in various situations.	LCH3 Who were the pharaohs and why were they important?
Amulet	Small objects that were carried for protection.	The heart was weighed against a feather of truth.	LCH4 What was the afterlife?
Amulet	Small objects that were carried for protection.	The heart was weighed against a feather of truth.	LCH5 Who is Tutankhamun?
Amulet	Small objects that were carried for protection.	The heart was weighed against a feather of truth.	LCH6 Why did the ancient Egyptians need to develop a system of writing?

TIMELINE OF THE ANCIENT EGYPTIANS 3500 BC - 31 BC

Other curriculum areas which are to be taught discretely:

Religious Education

What religious signs and symbols do we see?

- Can I identify religious symbols and discuss why such symbols are used and how effective they are?
- Can I explore and interpret religious metaphors?
- Can I identify the meanings of everyday signs and symbols?
- Can I understand that symbols in religion are often open to interpretation?
- Can I explain how religions use metaphors to convey beliefs and ideas?
- Can I explain what signs and symbols in a place of worship represent?
- Can I identify objects of symbolic importance to me?

PSHCE

Understanding groups

- What is a community?
- How can we be different?

(see Talking Points curriculum for the full programme breakdown)

Music

See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 5- Bring us together

Physical Education

Striking and fielding- e.g. rounder’s variations, softball, baseball and cricket.

- Can I strike a ball?
- Can I field and intercept a ball and return it?
- Can I begin to select and apply appropriate skills and simple tactics in striking and fielding?
- Can I follow the rules of a striking and fielding game?

Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 17- Programming and Digital Literacy</p>		
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 5- Breakfast, fruit nouns, Hungry Giant</p>		
Science	<p><u>Light</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces.</i> • <i>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</i> • <i>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</i> • <i>Find patterns in the way that the size of shadows change.</i> <ul style="list-style-type: none"> • Can they explain the difference between transparent, translucent and opaque? • Can they compare the brightness and colour of lights? • Can they explain how bulbs work in an electrical circuit? • Can they explain how shadows are formed? 		
Additional Links	British Values	Outdoor Learning	Community
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
To be creative.		Children to design and make their own Egyptian death mask.	