

Topic Title: Amazing Egypt

Year 3 Term Autumn 2



Key question?

What were the main discoveries from Ancient Egypt?

Big Questions:

How can we discover what Ancient Egypt was like over 5,000 years ago?

What sources of evidence have survived and how were they discovered?

What did the Ancient Egyptians believe about life after death and how do we know?

What does the evidence tell us about everyday life for men, women and children?

What sources of evidence have survived and how were they discovered?

How can we discover what Ancient Egypt was like over 5,000 years ago?

What did Ancient Egypt have in common with other civilizations from that time?

How can we discover what Ancient Egypt was like over 5,000 years ago?

Skills Taught:

- Understand the concept of change over time, representing this, along with evidence
- Place events, artefacts and historical figures on a time line using dates
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ
- Understand how knowledge of the past is constructed from a range of sources
- Suggest causes and consequences of some of the main events and changes in history
- Use evidence to ask questions and find answers to questions about the past
- Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children
- Construct informed responses by selecting and organising relevant historical information
- Selecting and organising relevant historical information
- Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children
- Use evidence to ask questions and find answers to questions about the past

Immersion Activity/Provocation: Artefact box; Egyptian banquet; make canopic jars; make a shaduf

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Focus Texts: Marcy and the Riddle of the Sphinx – T4W story (graphic novel)



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>
Most children will:	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none">• dates• time period• era• change• chronology
Some children will progress further and will:	<p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Begin to understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Begin to use more advanced vocabulary: continuity, change, century, decade, legacy.</p>

Enrichment/Outdoor Learning:

Library loan box of Egyptian artefacts

Previously....Links to prior learning

Look at history timeline in front of book.

Year 2:

Can the children recall facts about the Wright brothers the first to try to fly?
When did they live? Can they recall why Amelia Earhart was so inspiring?

Key Vocabulary

Recap from Year 2: historical figure, invention, past, impact, life-time, achievement, attempt, century, decade

This topic for Year 3: Egypt, pyramid, River Nile, artefact, hieroglyphs, mummification, canopic jars, Tutankhamun, goddess, temple, afterlife, The Sphinx, tomb, pharaoh, Howard Carter

Cross-curricular links:

Look inside Mummies, Egypt, ancient Egypt, Secret Treasures and more!

Marcy and the Riddle of the Sphinx – T4W story (graphic novel)

<https://www.literacyshed.com/the-egyptian-pyramids.html> Tadeo Jones - Literacy Shed video + planning

Cross-Curricular -English - Instructions – How to Mummify

Celebration of knowledge and skills gained (opportunities for assessment):

Create a museum of Ancient Egypt to showcase everything we have learned.

Double page spread / Powerpoint / virtual museum on aspects covered