

Overall outcomes

To produce a 'Guide to Liverpool Museum- Discovery of Ancient Egypt' to be sent to the curators of Liverpool Museum.

Hook: -

Egyptian day- Introduction to Ancient Egypt. Rotate around workshops; Hieroglyphs, Scarabs (gods & symbols) Mummification (and the afterlife), Egyptian discovers and discoveries (artefacts)

Curriculum areas that will be covered in stand-alone units during this topic: RE, ICT, Science, PHSE, Music, PE, French

Year 3: Medium Term Plan : Autumn 1



Texts: Assorted information leaflets to support creation of leaflet, Egyptian Cinderella

Key Vocabulary: Archaeologist, Egyptologist, tomb, pharaoh, mummification, sarcophagus, pyramid, Valley of the Kings, Gods and Goddesses, Hieroglyphics, Ancient Egypt, scarab beetle, amulet, mummy, River Nile, artefact, afterlife, Deities, eternal life, civilisation, canopic jars.

Areas of learning (theme/subject)

Art, Science, Guided Reading, History, Geography.

Resources: Class book set, non-fiction books, Egyptian artefacts, water colours, sharpie pens, clay, bandages, paint, iPads.

Significant individuals

Howard Carter, Lord Carnarvon, Tutankhamun
Evelyn Herbert, Cleopatra

Why were the Ancient Egyptians a successful civilisation?

GLOBAL GOALS: GG16 Peace, justice and strong institutions GG9: Industry, innovation and infrastructure

Curriculum

What will we learn?

Children can:

- Recount key events within Ancient Egyptian history.
- Articulate what is meant by civilisation- and explain why Ancient Egypt was one of the earliest recognised civilisations.
- Recall key facts about the daily life of an Ancient Egyptian.
- Identify key Egyptian artefacts and be able to explain their significance and purpose.
- Explain why the afterlife was so important for the Ancient Egyptians.
- Discuss the features of Egyptian artwork and recreate versions on homemade papyrus.
- Be able to locate Egypt and identifying key sites of archaeological interest.
- Explain why the Egyptians choose to settle by the Nile.

Creativity:

How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?

- Research and publish a poster to give to the curator of Liverpool Museum.
- Create a timeline to demonstrate key points in Egyptian history.
- Innovate part of a narrative based on Egyptian Cinderella showing awareness of features of Egyptian life.
- Explore black and white photography to design Pharaoh Self-portraits.
- Recreate Papyrus paper and write names with hieroglyphics.
- Demonstrate knowledge of Egyptian art by creating art images and clay structures- eg scarabs.
- Explore songs/poetry about Egyptian life.
- Investigate key Egyptian sites virtually and record sites of geographical significance.

Connections

What are the connections to our curriculum past and present?

Connections to previous learning

The link between Egypt and the Roman Empire. As well as Cleopatra's relationship with Julius Caesar.

Links to prior learning on timelines. Making connections to over periods in history and understanding where a period lies within the entirety of our history.

Connections to Future learning

Links to future learning on timelines.

Future links with Anglo Saxon topic later in year- similarities between ancient Egyptians and Anglo Saxons (faced invasions, buried their dead with possessions, believed in many God).

Compassion

What feelings to we wish to evoke?

Empathy for the lives of Ancient Egyptian Slaves.

Curiosity for life in Ancient Egypt.

Recognise the significance of the first famous female Pharaoh - Cleopatra.

Interest in the beliefs and customs of ancient Egypt and their belief in the afterlife and many god.

Realisation of the cast system in the Ancient Egyptian Period.

Community

What links can we develop 'Near and Far'?

Howard Carter - A British Egyptologist who famously discovered the tomb of Tutankhamen.

Poster designed for Liverpool World Museum.

A trip to Liverpool World Museum (Discover Ancient Egypt tour)

Egyptian Day- children to experience three workshops (mummification and afterlife, cartouche painting, scarab beetle making) which correspond with Liverpool Museum tour.