

Overall outcomes

Autumn 1: To produce a 'Guide to Liverpool Museum- Discovery of Ancient Egypt' to be sent to the curators of Liverpool

Autumn 2: To write a postcard in role as an ancient Egyptian- to demonstrate knowledge and understanding of life in ancient Egypt.

Hooks:

Autumn 1 :Egyptian day- Introduction to Ancient Egypt. Rotate around workshops; Hieroglyphs, Scarabs (gods & symbols) Mummification (and the afterlife), Egyptian discovers and discoveries (artefacts)

Autumn 2: Howard Carter Day to celebrate 100 years since Howard Carter entered the tomb of Tutankhamun. Re-enactment of opening the tomb and focus on the work of an archaeologist.

(On the 4th November 1922, Howard Carter recorded in his diary the discovery of an undisturbed burial in the Valley of the Kings).

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

Year 4: Medium Term Plan: Autumn 1/2



Texts: Assorted information leaflets to support creation of leaflet, Egyptian Cinderella, Egyptology, British Museum/BBC web pages

Key Vocabulary:

archaeologist, Egyptologist, tomb, pharaoh, mummification, sarcophagus, pyramid, Valley of the Kings, Gods, hieroglyphics, ancient Egypt, scarab beetle, amulet, mummy, River Nile, artefact, afterlife, deities, eternal life, civilisation

Why were the ancient Egyptians a successful civilisation?

G16 Peace, justice and strong institutions G69: Industry, innovation and infrastructure

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.

Significant individuals

Howard Carter, Lord Carnarvon, Tutankhamun
Evelyn Herbert, Cleopatra

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 homemade papyrus.
- Be able to locate Egypt and identifying key site and buildings of archaeological interest for example; the Sphinx and the Great Pyramid of Giza.
- Explain why the Egyptians choose to settle by the Nile.
- Explain the features of a diary and persuasive text and be able to draw on this knowledge to produce diaries and persuasive writing of their own.

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 leaflet to give to the curator of Liverpool Museum.
- Create a timeline to demonstrate key points in Egyptian history.
- Innovate 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 artistic images and clay structures- eg scarabs.
- Explore songs/poetry about Egyptian life.
- Investigate key Egyptian sites virtually and record sites of geographical significance.
- Create a diary and a series of postcards to demonstrate knowledge of ancient Egyptian life.
- Drawing on wide research, collaboratively produce a persuasive advert to encourage people to visit a site in ancient Egypt.

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 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.

Leaflet designed for Liverpool World Museum.

A trip to the local Liverpool museum

A virtual trip to the British Museum

Egyptian Day- so that children can experience life as an Ancient Egyptian.

Howard Carter Day- to immerse the children in the work of an archaeologist and the discoveries that were made on 4/11/22.