Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

ENDPOINTS **Substantive knowledge children will know:** **Disciplinary knowledge children will know how to / be able to:**	**History** - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Ancient Egypt) - Compare and contrast civilisations and how they overlap. (Iron Age Britain Vs Ancient Egypt). - Human activities are affected by the natural world (e.g. settlements adjacent to Nile). - Look at different beliefs and cultures between civilisations. (Iron Age Britain Vs Ancient Egypt). - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. **Geography** **Locational knowledge** - Use an Atlas to find Egypt, describe, Continent, Hemisphere and Climate Zone **Human and physical geography** - Use maps and ariel photographs to interpret **physical** features (Nile and Vegetation, Delta and sea) - Use maps and ariel photographs to interpret **human** features (locations of cities) - Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and rivers. - Ask and answer geographical questions about the physical and human characteristics of a location (Egypt). - Geographical differences between locations (Britain Vs Egypt) - Explain how places change overtime **Science** **Forces** - Compare how things move on different surfaces. - Understand that that some forces need contact between two objects, but magnetic forces can act at a distance. - Observe how magnets attract or repel each other and attract some materials and not others. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. - Describe magnets as having two poles. – attraction and repulsion. - Through investigation, predict whether two magnets will attract or repel each other, depending on which poles are facing (investigation on how the pyramids were built) - Forces of gravity, buoyancy, magnetism and friction (making a sledge **DT** and test forces). **DT (Egyptian reed boat)** **Design**-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 **Make**- select from and use a wider range of tools and equipment to perform practical tasks **Evaluate-** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Art:** Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Focus on art always used as means of communicating ideas (clay Egyptian city). - To use sketch books to record observations (Egyptian inspired painting). - To improve mastery of art and design techniques (develop skills from previous clay lesson – make a shabti figure). - To develop colour mixing (tint, shade, tone) to sketch (cross hatching, shading, blending) and Egyptian inspired painting.
Links to Prior Knowledge:	History – overlap with stone/iron/bronze age (previous Learning Journey: 2 Mists of Time, Geography – continents, countries, capitals, oceans / Use of atlases, maps I Science – Forces, performing and investigation I Maths and Design and technology – Measurements, Angles, Materials
Links for Relevance and Currency:	Black Lives Matter – Powerful African Civilisation I Recent archaeological discoveries
Immersion Event / Activity:	Examination of artefacts, creating personal cartouche and other uses of hieroglyphs
Celebration of Learning:	History: Timelines and Cartouches I Science and Design and Tech – Investigation into pyramid building|Art – Egyptian style painting, Shabti figure
English Links:	English Writing sequence will be an in investigation and report into an aspect of Ancient Egyptian life, this will help meet History Milestone objectives:

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the social, ethnic, cultural or religious diversity of past society. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past Egyptian cat book: https://www.getepic.com/book/21975582/the-egyptian-cat-mystery?utm_source=t2t&utm_medium=link&utm_campaign=content&share=30853477679 Computing programming links to writing of instructions. Music links to myth writing – soundtrack.
Maths Links:	Date calculations, pyramid angles, measurements, data, graphs, parallel lines (art-registers), reflection (science light and dark)

Subject	Lesson	Key Knowledge or Skill (Taken from Chris Quigley Milestone or scheme of work)	Substantive and Disciplinary knowledge and Skills embedded through:	Endpoints	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	TASC	Global / Rights
History/Art	1	**Sources and Evidence** To investigate and interpret the past	Show 'We're sailing down the Nile' book. Look at maps of the Nile and the countries that it flows through.	Children to create their own clay model of an Egyptian city, to go on our map of the Nile (outside – use cones to plot out the River Nile and city labels.) Use of historical evidence		✓			
Maths	2	To use Egyptian 'numbers' and play an Egyptian counting game	Maths Explain Egyptian 'number' system. Children to try and work out numbers using the key. Show how to play 'Senet' the Egyptian game.	Children to play the game in pairs (dice and counters needed).	✓				
History	3	**Sources and Evidence** To investigate and interpret the past	1. Introduce Egyptian animal gods – reflects Egyptian world 2. Share Scarab beetles for examination: link to sun god, lucky charm, hieroglyphs 3. Children make cartouche and use hieroglyphs Support: Hieroglyphic Typewriter 4. Why are cartouches and hieroglyphs useful to archaeologists: Rosetta Stone	**Intro to Ancient Egyptians** Gods reflected their surroundings Use of hieroglyphs. Links to other cultures e.g symbolic Use of historical evidence	✓				
Geography	4	Investigate places: Ask and answer geographical questions about the physical and human characteristics of a location.	**Where is Egypt? – What is it like?** 1. Use an Atlas to find Egypt, describe: • Continent • Hemisphere • Climate Zone	**Evidence of human and physical features of Egypt** Use of atlas, maps and ariel photographs for evidence.					

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

		Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Investigate patterns: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	2. Use maps and ariel photographs to interpret **physical** features e.g. Nile and Vegetation, Delta and sea. 3. Use maps and ariel photographs to interpret **human** features e.g. locations of cities 4. Children consider, what is it like there, with evidence. Give pictures to check. Show ancient hymn to the Nile chanted in 1300BC.	Difference between human and physical features How physical features affect human settlement and activities Use geographical vocab					
History	5	**Change and Continuity** Understand chronology: Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.	**Ancient Civilisation timeline** 1. (Outside if not too windy) Half children have dates, get in order. Other half of children have events to match to dates. Identify Ancient Egypt, check understanding of chronology, BC and AD. 2. In small groups, assemble overlapping timeline of key civilisations in history 3. Match maps, photos and descriptions to civilisations. 4. Put on a world map: notice all in tropics, near rivers Take photographs for Learning Wall and website.	**Timelines of world history.** Understanding of chronology. How periods overlap. Introduction to key civilisations and events		✓		✓	
History	6		**Ancient Egyptian Timeline** 1. Build a timeline of Ancient Egyptian civilisation 2. Discus start and end dates: why start dates can be tricky 3. Use timelines to answer Maths questions 4. Relate length of civilisation to time from end to now.				✓	
History	7	**Similarity and Difference** Build an overview of world history: Compare some of the times studied with those of other areas of interest around the world.	**Recap on the continents.** **Compare Ancient Egypt to Ancient Britain** 1. Using timelines from last two lessons, find out what period was occurring in Britain: Stone Age: 200,00 to 2500BC Bronze Age: 2500 to 1200BC Iron Age: 1200BC to 43AD Discuss what we know about Bronze Age / Iron Age Britain compared to Egypt. 2. Give out copies of pages from Parallel History Ancient World	**Class table comparing Ancient Britain and Egypt** (and other civilisations). Understanding how development occurred at different rates.				✓	

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

			Children ascertain what was occurring in Britain, Europe, Egypt and another civilisation. Add to a class comparison table, to show how advanced Egyptians were compared to Britain.						
P4C	8	**Similarity and Difference** To consider the importance of learning from history	What is history? Why should we learn about the past? (Philosophical questions in blue on flipchart). Create a map of the world on the floor in the classroom. Demonstrate with a group of children that we all descended from Africa and then spread out around the world. Discuss why people migrated. What is civilisation: https://www.youtube.com/watch?v=IAQAAJo1fI0 Who were the first civilisations? What does it mean – a cradle of civilisation? Show map and timeline and discuss the 6 cradles of civilisation. Demonstrate with groups of children how people migrated all over the world and that people originally had different coloured skin partly due to the sun and where they lived. Compare that with today's multicultural society and how people from all countries have migrated and moved around the world. Show images of people with all different tones of skin colour.	Children understand where we come from and why we all have different coloured skins.		✓		✓		
P4C	9	To think about respect and equality	Discrimination game – split the children into 2 groups – those with a sticker and those without. Treat them differently (unfairly towards one group). How does it feel? Mixed (story book) https://www.youtube.com/watch?v=mn0ep5u0kZo What is the message of the story? Explanation of Black Lives Matter campaign: https://www.bbc.co.uk/newsround/52813673 Recap cradles of civilisation and how we all came from Africa originally but we all have different skin colours. Look at questions from last lesson. Which ones are philosophical? Tell story of Shola Richards and how he feels as a black man today. Discuss discrimination and racism that still exists today. Look at philosophical questions and see if some are the same. Vote on favourite one and have philosophical enquiry. Write up their thoughts at the end.	Children discuss their opinions about racism.		✓		✓		
P4C	10	Hold conversations and debates	Show image of 'Book of the dead' and ask chn what they can see and if they have any questions. Ask chn what happens in the Ancient Egyptian afterlife. Watch video to recap. https://www.youtube.com/watch?v=wbyM_lYKd7o Ask what they would take with them to the afterlife. Look at 'Book of the Dead' and some of the negative confessions. Come up with their own negative confessions in pairs. Consider 'I have not hurt anybody'. Can they think of any exceptions? Philosophy circle – look at different rules and consider if there are any exceptions. Think about rules in general. Are you more likely to follow negative or positive rules? In their books, write a list of 10 rules for how to be a good person (negative or positive, they choose).	Discuss and debate rules for being a good person.		✓		✓		

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

Science	11	PHYSICS: Understand movement, forces and magnets. This concept involves understanding what causes motion. Compare how things move on different surfaces. Work scientifically: This concept involves learning the methodologies of the discipline of science. Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple, scientific ideas and processes.	1. Intro to forces: https://www.bbc.co.uk/bitesize/clips/zch4wxs 2. Forces worksheet: Push/Pull – Faster/Slower 3. **Outside**, consider building a pyramid, a. use **trundle wheels** to mark out the size of a pyramid, and consider the height. b. use **metre sticks** and chalk to find size of a building block. 4. Consider forces involved in building a pyramid. Push/Pull must be greater than Gravity/Friction Draw a diagram.	Understand how forces affect motion of an object. Relate this to force needed to move a single pyramid block. Demonstrate with a diagram.	✓	✓		✓	
Science	12		Intro to friction - Compare how things move on different surfaces: sandpaper, a towel, tinfoil, lino, carpet, corrugated, cardboard or bubble wrap	Children complete investigation to test how things move on different surfaces (cars).	✓			✓	
Maths	13		Maths – Pyramid Angles Measure and investigate the angles of different Egyptian pyramids. Why were tombs made in this shape?	Challenge to build a pyramid using gummy-sweets or marshmellows and spaghetti. Extra: make cube with the same base. Measure: angle(s), height(s), volume(s) Extra: What is the volume of the Kufu Pyramid which is 146m high and 123m square?	✓			✓	
Science	14		Investigation into how the pyramids were built, consider previous lessons, • Make hypothesis: • Method with fair test • Make a sledge! • Test force with: sledge, rollers, just drag • Present results and conclusion inc. diagram	Perform an investigation. Apply knowledge of forces. Record and assess data. Use diagrams Present findings. Apply to real life event: construction of pyramids.	✓			✓	
Science	15	Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.	Recap push, pull, gravity friction – ask do we need to touch? Share magnets – ask do they need to touch? Explore poles, attraction and repulsion. Check other materials are they magnetic or non-magnetic? Move a paper-clip via attraction and repulsion.	Extra: design an experiment to test your prediction. Support with results table, what will the headings be?					

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

		Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Predict: will it work through paper? Will two magnets be stronger than one?						
Science	16		Video for recap (perhaps at .75 speed) Could we us magnets to help build a modern pyramid?	Children to design their owm machine to move a pyramid block, using their knowledge of forces.					
Science	17	Recognise that they need light to see things. That dark is the absence of light.	Where does light come from? Play light source game with thumbs up/down. Talk through the tricky ones (misconceptions; moon etc). Do reflectors emit light? Introduce man made and natural light sources. How do humans see things? Recognise that the sun can be dangerous and there are ways to protect eyes.	Children to: Mild: write/draw own light source list. Spicy: underline the light sources that Ancient Egyptians did not have. Hot: order your list from weakest to strongest light source.				✓	
Science	18	Notice that light is reflected from surfaces.	Question chn. if all light looks the same (it can look different depending on the light source). Explain the activities and discuss team work values before they start. Complete as a year group and rotate around the activities (4 indoor and 4 in the hall or outdoor). Carousel of activities. Children to work in teams of 7/8. Swap after half the afternoon. Plenary: Discuss how light travels and show video clip. Go through each activity to draw out what they learned about light and reflection	Activity 1: x8 mirrors needed and the climbing cube outside. Can children work out how to see each other using their mirrors? Activity 2: Children to test how light travels (torch, 3 pieces of card with holes in). Spaghetti needed for model. Activity 3: Children to test how reflective materials are. Predict and then test (torch and white card needed). Order materials from least to most reflective. Activity 4: Recap – children play light sources sorting cards game. Activity 5: Light word search. Activity 6: Children write mirror messages to a partner. Activity 7: Mirror Maze – mirrors needed, follow the lines on the playground. Chalk to draw lines. Activity 8: Nrich mirror square investigation: https://nrich.maths.org/1873	✓	✓		✓	

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

Science	19	Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of a shadow changes	**Patterns in Shadows** 1. Introduce – What are shadows? Think - pair - share discussion. 2. Share examples in pictures and short clip: https://open.online.clickview.co.uk/libraries/categories/26205284/videos/5693795/light-and-shadows 3. Discuss – Do all objects create shadows? **Task** – children to experiment with objects, explaining which are transparent, opaque, translucent. 4. Discuss – Do shadows change in shape and size? Demonstrate through interactive sundial - https://kids.britannica.com/kids/assembly/view/171915 Link to creativity and invention of Ancient Egyptians. **Task** – Children to predict movement of the sun on Egyptian obelisks. **Extra task** (when sunny!) – mark out an outdoor sundial during the day.	**Patterns in shadows** Recognise how shadows are formed and relate to types of objects. Introduce and use key vocabulary – transparent, opaque, and translucent. Links to other cultures – Egyptian sundials using historical evidence. Identify and explain patterns created focusing on a sundial.	✓	✓			
Design and Technology	20	Design, make, evaluate and improve: Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.	**Egyptian Reed Boat** Lesson 1: Design Lesson 2: Make and Evaluate. 1. Look at the importance of the River Nile as a 'river of life'. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmjsg 2. Focus on the Ancient Egyptians early reed boat design using papyrus. 3. Study of designs through evidence found in models and paintings. 4. Design for a purpose and efficiency discussing material choices, measurement, cutting, joining and construction.	**Egyptian Reed Boat** Understand the importance of the River Nile to the Ancient Egyptian civilization and the part played by effective boat design. Design, build and evaluate a reed boat model.	✓			✓	
Design and Technology	21	Master practical skills: Materials: Cut materials accurately and safely by selecting appropriate tools.			✓			✓	
Art	22	Develop ideas: Comment on artworks using visual language.	**Egyptian art appreciation** Show children the Art studio video clip explaining about Egyptian Art (up to 3:18, although watch the rest if children are still interested). Reflect on Egyptian pictures and key features: e.g. lack of perspective/scale etc., (flat 2 d no scale). What do children like about Egyptian art?	Resources: Card or paper coffee effect, sketch with pencils and then paint. Children to create their own 'register' to show a scene set in Egyptian times, using parallel lines. Appreciate Egyptian artwork. Create own working in the same style.					
Art	23-24	Take inspiration from the greats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Create a wash using gold paint on large A3 background paper – papyrus or stone tomb background effect. Check each child has a profile photo taken – print in black and white. **Egyptian style painting** Reflect on last lesson – What are the features of Egyptian paintings? They are going to become one of those Gods / Pharaohs using our modern day photography!	**Egyptian style painting** Recognise style of Egyptian art – 2D, side view, symbols, colours used. Appreciate Egyptian artwork. Create own working in the same style.	✓				

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

			1. Cut out their profile photos. 2. Choose an Egyptian crown style – from the templates and sheets. 3. Cut out, checking it fits and illustrate in an Egyptian style. 4. Paint / colour and outline with thick black pens. 5. Add extra gems, using shiny tiles. 6. Stick photo then crown and clothing onto their A3 background wash.						
Art	25	Master techniques: Sculpture Use clay and other mouldable materials. Add materials to provide interesting detail.	Explanation of a Shabti figure and meaning to Ancient Egytians. Creation of own Shabiti using plaster wrap, clay, paint etc. Poem used for decoration.	A model using a range of materials with historical relevance. Inscribed with poem.					
Computing	26-30	To code: Understand instructions, triggers and sequences. Set the appearance of objects and create sequences of changes. To be safe online: Understanding of how to safely connect with others.	**Unit 4.3 – Sequence and events in programs - Scratch** Recognise that changing the sequence of code in a program affects the outcome; use a range of inputs in a program to make things happen; create an algorithm to plan out a program. **Online Safety** Os1) Trusting people online – recognise we share different activities with different people. Make sensible choices about sharing.	A programmed sprite(s) that responds to different event triggers. Share this safely online.	✓		✓		
Computing/ Music	31-34	Making music	Listen to the Mummy sound track: https://youtu.be/ulw6HpyH6_U Discuss: texture, dynamics, **tempo**, rhythm and pitch. In long groups of 8 each child illustrates 32 consecutive parts of the soundtrack. They then video it by passing an ipad along the line to make an abstract video my illustrating parts of the music. Extra lesson: Use MovieMaker to edit their own videos	Abstract interpretive music video video. Final piece: music for their English myth. Children create their own soundtrack.	✓			✓	
			https://musiclab.chromeexperiments.com/ Have a play Rhythm tool Melody Maker tool Song Maker (puts Rhythm and Melodies together) – show but explain we will use this next time to make a soundtrack for their myth.						
			Use Song Maker Song to make a soundtrack for their myth Then demo: • Rhythm • Melody • Instruments • Tempo Deep: • Extra bars via settings						

Dore Primary School
Y3 Learning Journey 4
Ancient Egyptians

			Example: https://musiclab.chromeexperiments.com/Song-Maker/song/4873300404076544 When finished they can copy links to **Google Classroom** and/or download for peer appraisal.						
RSHE	**35**	Friendships	Show a playground with 2 children having fallen out. Why do you think these children might have fallen out? Chn to write a reason for falling out with someone on their whiteboards. What does it feel like when we argue with someone? List emotions and how our bodies feel. Does it matter what you fall out about once you're arguing? If someone feels very strongly about something, how does this affect their behaviour? What isn't helpful when you're in an argument? What might be helpful? Would it be helpful to see things from another perspective or someone else's point of view? Do you remember the conflict wheel? Model task.	Children to design a character who can be our playground helper. Use the conflict wheel to choose 'advice' for your character to give.	✓				
RSHE	**36**	Friendships	Show the word TEAM. What does this mean? Quickly write down any values that help us to work together in a team – what do these values mean? Split children into groups – choose one child in each group who is going to give everyone a mark out of 5 for their skills in each of these areas: Listening to others, including others, Sharing their ideas, Cooperating (able to compromise) Explain that each team are going to be given a challenge. They need to work together to achieve their goal – with one child making notes on how well we are doing.	Children to work in small groups to create a . . . . Each task needs to have criteria to succeed (eg a bridge that will hold a blob of plasticine?) One child in each group to make notes to say how well members of their group are doing – identify strengths.	✓				
Outdoor Learning	**37**	To develop woodcraft skills	Woodcraft skills: can safely use a palm drill, can safely use loppers, can safely use a saw, can safely use a knife to whittle a point at the end of a stick, can use a knife to flatten one side of a stick	Activities: 1. Peel a stick with a peeler, then use a knife to flatten one side of a stick 2. Use a saw safely 3. Use loppers safely 4. Whittle a point to a stick					