

# Walk with the Egyptians

## YEAR 3: SUMMER 1

<p><b>COVERAGE:</b></p> <ul style="list-style-type: none"> <li>● A4: I can name the primary and secondary colours</li> <li>● A5: I can mix my own colours using primary colours</li> <li>● A7: I use a number of brush techniques using thin and thick brushes to produce shapes, textures, patterns and lines</li> <li>● C21: I can combine a mixture of text, graphics, and sound to share my ideas and learning</li> <li>● DT2: I make realistic plans to achieve my aims</li> <li>● DT3: I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques</li> <li>● DT4: I clarify my ideas using a labelled sketch of my design</li> <li>● DT11: I have made a product that uses mechanical components</li> <li>● DT16: identify where my evaluations have led to improvements in my product</li> <li>● DT20: I know the application of mechanism to make movement</li> <li>● G3: I look at and describe a map of Egypt</li> <li>● G4: I can name the significant places and features of Egypt</li> <li>● H4: With help, I use evidence to describe events, features and people of the past</li> <li>● H10: I suggest sources of evidence to help me answer questions</li> <li>● H12: I ask what was it like for a .... During....</li> <li>● H14: I present my findings about the past using my spelling, writing, maths, ICT drama and drawing</li> <li>● H9: I am beginning to understand what there may be different accounts of history depending on the viewpoint</li> <li>● H8: I have looked at two versions of the same event in history and with direction have identified the differences in accounts</li> </ul>	<p><b>KEY LANGUAGE AND VOCABULARY:</b></p> <p>Egyptians Pyramids Sphinx River Nile Gods and Goddesses Hieroglyphics Tutankhamun Pharaoh Mummification Shaduf</p>	<p><b>KNOWLEDGE AND FACT SHEET</b></p> <p><b>KEY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. When did the Ancient Egyptians rule?</li> <li>2. Where did the Ancient Egyptians rule?</li> <li>3. Who did the ancient Egyptians worship?</li> <li>4. Who was Tutankhamun?</li> <li>5. How did Tutankhamun die?</li> <li>6. How did the Egyptians use the River Nile?</li> <li>7. What was mummification and why was it important to the people of Ancient Egypt?</li> <li>8. How was life different for a poor and rich person in Ancient Egypt?</li> </ol>
<p><b>KEY SKILLS AND KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>● Understanding chronology - a timeline of Ancient Egypt</li> <li>● To use atlas' to locate Egypt, cities and the River Nile</li> <li>● To research about Egyptian Gods and Goddesses</li> <li>● To use an ancient number system</li> <li>● To design, make and evaluate a shaduf</li> <li>● To create a mummy case and collage jewellery</li> <li>● To evaluate sources of information</li> <li>● To develop historical enquiry skills through photographs, the internet, artefacts and documents.</li> <li>● To compare and contrast different sources of Egyptian history</li> </ul>		
<p><b>ENRICHMENT:</b> Thrive group art work</p>	<p><b>PUPIL LEADERSHIP:</b> Paired projects where possible through Thrive activities and talk partners.</p>	