**Thematic Planning for Autumn Term  
The Egyptians: Walk like an Egyptian  
Year 3**

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| **Rationale** | |
| This unit will immerse the children in their first study of an ancient civilisation. The children will set this early civilization into its wider historical context of time and place and further develop their understanding of chronology from KS1 to timeline the key events of the period. Building on their knowledge of historical sources in Year 2, they will use a range of evidence to discover what life was like for the Ancient Egyptians. As Geographers, they will focus on Ancient Egypt as a settlement and the investigate importance of the River Nile. Ancient Egyptian art will inspire their children’s own artwork and children will refine their mechanics and construction skills to build a mechanism invented by the Ancient Egyptians. This study will deepen the children’s understanding of how history has shaped the World that we live in today and prepare them for building on their knowledge of ancient civilizations in their study of the Ancient Greeks in the Summer Term. | |
| **Big Questions** | |
| 1. Which dates are significant in the Egyptian Era? 2. Why was the River Nile so important to the Ancient Egyptians? 3. What was life like for the Ancient Egyptians? | |
| **Values Question** | |
| *What does the way in which the Ancient Egyptians buried their dead tell us about the types of people they were and the values they upheld?*  *How can we showcase these values in our modern day world?* | |
| **Knowledge** | |
| * Know the concept of BC and AD * Know when in history the Ancient Egyptians lived * Know the difference between Primary and Secondary sources of evidence. * Know where the Ancient Egyptians lived * Know about the social hierarchy * Know about religious practices of Egyptians * Know about key achievements of this civilisation (pyramids, technology) * Know about Harold Carter and discovery of Tutankamun’s tomb * Know about the importance of the River Nile * Know that the Egyptians used hieroglyphics to communicate * Know about the daily lives of the Ancient Egyptians * Know and explain about farming technology that the Ancient Egyptians used. | |
| **Vocabulary** | |
| century, BC, civilization, chronology, evidence, excavate, archeology, primary, secondary, timeline, afterlife, akhet, canopic jars, hieroglyphics, pharaohs, papyrus, pyramids, sarcophagus, irrigation, shaduf | |
| **Skills** | |
| **History** | **Investigate and Interpret the Past**  Understand the concept of change over time e.g farming now and then  **Overview of World History**  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (burial practice, social hierarchy)  **Chronology**  Place historical events and figures on a timeline, knowing that a timeline can be divided into BC and AD  Use dates and terms to describe events  **Communicating historically**  Use appropriate historical vocabulary to communicate about the past e.g. dates, time period, era, change, chronology Use literacy skills to communicate information about the past |
| **Geography** | **Investigating places**  Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features (Ancient Egypt)  Describe locations using human and physical features  **Investigate patterns**  Investigate early settlements and their location and make links with cities today. (River Nile, River Thames).  **Communicating geographically**  Describe geographical similarities and differences. |
| **Design and Technology** | **Materials, Construction and Mechanics**  To make a product using mechanical components  Measure and mark out using units of measure  Use scientific knowledge of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)  **Communicating Technologically**  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.  **Food**  **Task: Christmas Craft – Christmas Cakes**  Prepare ingredients hygienically using appropriate utensils.  Measure ingredients to the nearest gram accurately.  Follow a recipe  Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) |
| **Art** | Develop ideas from starting  Develop ideas from starting points throughout the curriculum.  Explore ideas in a variety of ways  Comment on artwork using visual language  Create original pieces that are influenced by the studies of others.  Add materials to provide interesting detail.  Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  Colour fabric. |