

# Egypt Ancient and Modern

Year 3 Terms 5 and  
6

## The BIG Questions...

- ★ Where is Egypt?
- ★ Which geographical features can we find in Egypt?
- ★ Why might people go on holiday to Egypt?
- ★ Why is the River Nile so important in Egypt?
- ★ Can I place Ancient Egypt on a timeline?
- ★ What are pyramids?
- ★ Who was Howard Carter?
- ★ Who and what are pharaohs?
- ★ What gods and goddesses were there in Ancient Egypt?
- ★ What do we know about how people lived in Ancient Egypt?
- ★ What are glyphs?

## Suggested links...

Research Egyptian Jewellery

Make 3D pyramids  
Make a cartouche

Art skills - collage  
River Nile

Learn how to read  
and write using  
hieroglyphs

Standalone DT

Andy Goldsworthy - natural art



Kandinsky



Tourism



Beliefs / mythology



Lead story and others...

- Egyptian Cinderella
- We're sailing down the Nile
- My country, Egypt
- The Egyptian Echo
- River Adventures, Nile
  
- The Tiny Seed
- The Noisy Paintbox  
(The colours and sounds of Kandinsky's abstract art)

Opportunities for visits, visitors and outdoor learning...

Ancient Egypt day

Horton Kirby Environmental Centre

<h2>History</h2>	<p>As historians we will...</p> <ul style="list-style-type: none"> <li>● Find out about the everyday lives of people and compare with our life today.</li> <li>● Identify reasons for and results of people's actions.</li> <li>● Place the time studied on a timeline.</li> <li>● Use dates and terms related to the study unit and passing of time e.g. BC/ AD.</li> <li>● Sequence several events or artefacts.</li> <li>● Identify and give reasons for different ways in which the past is represented.</li> <li>● Distinguish between different sources.</li> <li>● Look at representations of the period e.g. museum, story, cartoons.</li> <li>● Use a range of sources to find out about the period.</li> <li>● Observe small details e.g. in artefacts, pictures.</li> <li>● Select and record information relevant to the study.</li> <li>● Begin to use information books and internet for research.</li> <li>● Communicate our knowledge through: <ul style="list-style-type: none"> <li>● Discussion</li> <li>● Drawing</li> <li>● Role play and drama</li> <li>● Writing</li> <li>● Models</li> <li>● ICT</li> </ul> </li> </ul>	<p>Place Ancient Egypt on a chronological timeline.</p> <p>Research and create Ancient Egyptian jewellery.</p> <p>Investigate prehistoric artefacts and make a cartouche from metal.</p> <p>Research and make a model of the River Nile.</p> <p>Research and make a model of a pyramid, incorporating glyphs.</p> <p>Research the work of archaeologist and Egyptologist, Howard Carter.</p> <p>Find out about the mummification process - drama activity.</p> <p>Find out about Ancient Egyptian beliefs / gods and goddesses - top trumps.</p>
<h2>Geography</h2>	<p>As geographers we will...</p> <ul style="list-style-type: none"> <li>● revise the world's countries and continents using maps, atlases and globes to focus on where rainforests are and where chocolate trees grow.</li> <li>● revise the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> <li>● describe and understand different climates</li> <li>● understand geographical similarities and differences through the study of human and physical geography in the United Kingdom, and Egypt.</li> <li>● describe and understand the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>● Find out about the everyday lives of people - living in Egypt.</li> </ul>	<p>Identify geographical features - desert, mountains, towns, river etc.</p> <p>Compare the weather in the UK and Egypt.</p> <p>Think about how the weather features in tourism. What would you pack to go on holiday in Egypt?</p> <p>Identify cultural activities and monuments linked to tourism. Write a guide book.</p> <p>Identify how and why the River Nile is important to life in Egypt. Make a model of the River Nile with crocodiles, papyrus etc.</p>
<h2>Science</h2>	<p>As scientists we will...</p>	<p>Know that animals cannot make their own food.</p>



D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>• generate ideas for an item, considering its purpose and who will use it.</li> <li>• identify a purpose and establish criteria for a successful product.</li> <li>• explore, develop and communicate design ideas by making models.</li> <li>• make drawings with labels when designing.</li> <li>• Select tools and techniques for making our product.</li> <li>• cut and assemble components.</li> <li>• work safely and accurately with a range of simple tools.</li> <li>• evaluate our product against original design criteria e.g. how well it meets its intended purpose.</li> </ul>	Pneumatic systems - Moving Monster
R.E.	Not this term.	
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>• Use a wide range of drawing implements on a variety of media.</li> <li>• Use a sketchbook to test ideas and record media explorations.</li> <li>• Produce close observational drawings of people and objects.</li> <li>• Experiment with the potential of different grades of pencil while applying different drawing techniques.</li> <li>• Begin to show an awareness of objects having a third dimension and proportion.</li> <li>• Explore different effects and textures – e.g. washes and thickened paint.</li> <li>• Use light and dark within painting and begin to explore complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Create and use different tones of one colour, lightening and darkening by using different colours.</li> <li>• Study and recreate patterns in the environment.</li> <li>• Make patterns on a range of surfaces.</li> <li>• Create patterns with symmetry.</li> <li>• Join two parts successfully.</li> <li>• Construct a simple base for extending and modelling other shapes.</li> <li>• Use a variety of techniques, e.g. printing.</li> <li>• Continue to gain experience in applying colour with printing.</li> <li>• Print simple pictures using different printing techniques.</li> </ul>	<p>Concentric circle picture (Kandinsky) using a range of media - collage, sketching pencils, chalk, chalky pastels, oil pastels, watercolours and acrylic paint.</p> <p>Pencil sketches - natural objects / leaves.</p> <p>Colour mixing activities.</p> <p>Discussion of hot / cold colours and complimentary colours.</p> <p>Add colour to observational sketches using watercolours / pastels. (sketchbooks)</p> <p>Natural art - Andy Goldsworthy. Natural collage made from found natural objects - photographed by the children.</p> <p>Natural sculpture - stone stack and leaf bowl.</p> <p>Leaf printing</p>

	<ul style="list-style-type: none"> <li>• Use equipment and media with confidence.</li> <li>• Learn to secure work to continue at a later date.</li> </ul>	
Computing	<p>As computing technicians we will...</p> <p>Explain the importance of sequencing (correct order of blocks)</p> <p><u>Scratch jr.</u></p> <ul style="list-style-type: none"> <li>- Use all blocks</li> <li>- Add pages</li> <li>- Add sprites</li> </ul> <p><u>Scratch starter projects</u></p> <ul style="list-style-type: none"> <li>- Use blocks from scratch junior</li> </ul> <p><u>Powerpoint</u></p> <ul style="list-style-type: none"> <li>- Right click for spelling suggestions</li> <li>- Change font</li> <li>- Change font colour</li> <li>- Copy / paste text</li> <li>- Copy / paste image from - Internet</li> <li>- Place image in front of text</li> </ul> <p><u>E- Safety</u></p> <ul style="list-style-type: none"> <li>- Learn about fake news and the reliability of websites.</li> <li>- Communicate with others online.</li> <li>- Identify and report cyberbullying.</li> </ul> <p><u>Search skills</u></p> <ul style="list-style-type: none"> <li>- Use keywords</li> <li>- Use child friendly search engines</li> </ul>	<p>Use of Scratch Junior to complete Scratch projects</p> <p>Ancient Egyptian information Powerpoint</p> <p>E-safety / online learning materials</p>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• Learn to show mutual respect - good winners and losers</li> <li>• Be able to follow the rule of law (PE - Rules of games.)</li> <li>• Respect others who speak differently. (PFL)</li> <li>• Find out how the rule of law has changed in history.</li> <li>• Learn to use the internet safely.</li> <li>• Understand democracy.</li> </ul>	<p>Fair play during PE lessons / playtime.</p> <p>Intercultural understanding discussions during PFL lessons.</p> <p>Understanding how society was organised in Ancient Egypt (hierarchy).</p> <p>Internet safety - Computing lessons.</p> <p>Vote for school council representatives.</p> <p>Vote for house captains.</p>

<p>P.E.</p> <p>Swimming (AD)</p> <p>Games (Team games and Cricket)</p> <p>Athletics</p>	<p>As sports stars we will...</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke.</li> <li>Perform safe self-rescue in different water-based situations.</li> <li>Throw and catch with control and greater accuracy.</li> <li>Be aware of space and use it to support team- mates and to cause problems for the opposition.</li> <li>Know and use rules fairly and show respect for my teammates and opponents.</li> <li>Work well as part of a team in competitive games.</li> <li>Run smoothly at different speeds.</li> <li>Choose different styles of running for different distances.</li> <li>Pace and sustain their efforts over longer distances.</li> <li>Carry out stretching and warm-up safely.</li> <li>Perform relay changeovers.</li> <li>Perform combinations of jumps e.g. hop, step, jump showing control and consistency.</li> <li>Explore different styles of throwing e.g. pulling, pushing and slinging ( to prepare for javelin, shot and discus).</li> <li>Throw with greater control.</li> </ul>	<p>Activities planned by swimming teacher.</p> <p>Learn and follow rules for team games. E.g. Cricket, benchball and dodgeball.)</p> <p>Follow scheme focusing on the correct techniques used with running, jumping and throwing.</p> <p>Preparation for sports day.</p>
<p>PFL</p>	<p>As linguists, we will ...</p> <ul style="list-style-type: none"> <li>Learn to read, write, listen to and speak in French (colours, days of the week, months of the year, fruit, ask for and say age).</li> </ul>	<p>Reading, writing, speaking and listening activities. E.g. Design a smoothie.</p>