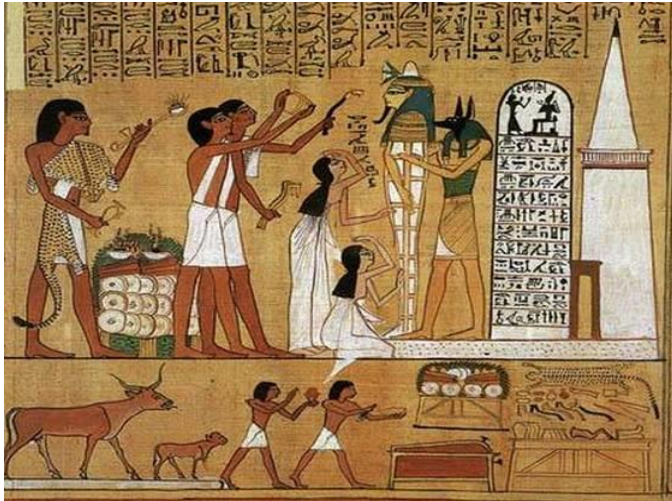


# Year 3&4: Walk Like an Egyptian



## Essential Learning:

By the end of this topic, you will have learned:

**Enquiry Drivers:** What key beliefs did the ancient Egyptians have?  
How did the ancient Egyptians affect the world we know today?

- an overview of where and when the first civilizations appeared
- To locate ancient Egypt in time and place.
- How Egypt has changed from ancient times to the Egypt of today and some of the legacies they left behind.
- How the ancient Egyptians depended on the River Nile.
- How historians make judgements about artefacts they find and that we know so much about the ancient Egyptians because of the wealth of primary evidence (EG Howard Carter and the discovery of Tutankhamen)
- About the way of life in ancient Egypt including their beliefs

### Chronology

Establish clear narratives within periods of history.

### Continuity and Change

Make links between events and changes across and within periods of history.

### Cause and Consequence

Identify the results of events, situations and changes.

### Historical Vocabulary

Understand and use a range of historical terminology, some linked to concepts.

### Perspectives and Interpretations

Understand that different versions of the past may exist, giving reasons for this.

### Similarities and Differences

Compare and contrast a range of diverse societies.

### Prior Learning:

Children will have learned about the continents and oceans in Y1&2.

### Curriculum Enrichment:

Make pyramids  
Hold an ancient Egypt day – including a ‘museum’ for parents to view.

**Key vocabulary:** Ancient, timeline, chronology, tomb, excavate, archaeologist, pyramid, Giza, pharaoh, Tutankhamen, River Nile, hieroglyphs, dynasty, artefact, civilisation, BC/BCE

## Skills/National Curriculum Links

### Unit Focus: History

**NC:** Pupils should know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Know the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

#### Children should:

- Recognise similarities and differences between people's lives during different periods of time.
- Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past.
- Identify different ways in which the past is represented and interpreted and recognise how history is preserved.
- Place events, people and changes into correct periods of time on a timeline.
- Use dates and vocabulary relating to the passing of time, including AD/BC.
- Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted.
- Use sources of information including ICT to find out about events, people and changes.

*Start with a carousel of activities to learn where and when the first civilizations appeared – Ancient Sumer, The Indus Valley, The Shang Dynasty and Ancient Egypt*

#### Key Questions:

What is the difference between ancient and modern?

What was the landscape of ancient Egypt was like and how did this impact on the lives of the people who lived there?

Why was the River Nile so important to the Egyptian way of life?

How was Tutankhamen's tomb was discovered? Why it was such a significant historical discovery? How do artefacts can tell us about life in the past? What can you infer and deduce about the past from objects that have survived?

Can you describe some ancient Egyptian beliefs about life and death? Can you explain the process of mummification?

How did the ancient Egyptians affect the world we know today? What is their legacy?

#### Sources of evidence:

What different sources of evidence and resources can you use to answer these questions?

Books, internet, primary & secondary sources, tomb writing & biographies, pyramid texts.

#### Resources:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ancient-egypt-home/z2vmjsg>

<https://www.bbc.co.uk/bitesize/topics/zg87xnb>

## Geography

### NC: Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use maps and atlases to locate the continent Africa and then the country Egypt.

What are the bordering countries, seas and oceans? What is the capital of Egypt? Learn some of the physical and human features of Egypt. What are the similarities and differences between Egypt and England?

Compare modern and ancient maps of Egypt – identify what is the same and what is different.

Cross-curricular writing link: travel brochure

## Science

### Plants:

- Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

[Plants \(Y3\) | PLAN \(planassessment.com\)](#)

**[Download this from Shared Drive for your unit](#)**

Possible teaching activities:

- Observe what happens to plants over time when the leaves or roots are removed.
- Observe the effect of putting cut white carnations or celery in coloured water.
- Spot flowers, seeds, berries and fruits outside throughout the year.
- Observe flowers carefully to identify the pollen.

## Art

**Children should be taught:** Modelling and Sculpting Explore further the use of clay

e.g. slabs, coils, slips, etc.

Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities

Modelling and Sculpting Create sculpture and constructions with increasing independence

**Clay wall painting with hieroglyphs**

<https://www.accessart.org.uk/sculpture-project-inspired-egyptian-wallpainting/>



- Observe flowers being visited by pollinators e.g. bees and butterflies in the summer.
- Observe seeds being blown from the trees e.g. sycamore seeds.
- Research different types of seed dispersal.
- Classify seeds in a range of ways, including by how they are dispersed.
- Create a new species of flowering plant.

## DT

### NC: Pupils should be taught to:

- 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

### Children should:

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Cross-curricular music

### NC: Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- to sing with increasing confidence and control.

<https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-ancient-egypt-history-songs/ztk9g7h>

Music Specialist

Learn an instrument: recorder

**Walk like an Egyptian - clothes design an outfit for an ancient Egyptian catwalk**

<https://www.twinkl.co.uk/resource/cfe-h-003-ancient-egyptian-fashion-teaching-pack>

<https://youtu.be/IZOPWSXMvzI> - bbc teach Egyptian fashion for kids

<https://www.firstpalette.com/craft/ancient-egyptian-collar.html>



<https://www.historyonthenet.com/egyptian-clothing>



<https://blogshewrote.org/make-your-own-egyptian-dress/>  
<https://kingsoak.kingston.sch.uk/wp-content/uploads/2020/05/Year-5-Egyptian-Tunics.pdf>  
<https://show.me.uk/stuff-to-read/how-to-make-an-ancient-egyptian-costume/>

## Computing/ICT

### Online Reputation

#### NC:-

Use technology responsibly.  
Identify a range of ways to report concerns about contact.  
Identify a range of ways to report concerns about content.  
Recognise acceptable/unacceptable behaviour.  
Understand the opportunities computer networks offer for communication.

#### Use the following resource for full resources and lesson plans: -

[Search and Access Resources](#) ▶ [Strand](#) ▶ [Online Reputation \(projectevolve.co.uk\)](#)

## PSHE

### Changes and Commitment – 5 lessons

#### Value – Kindness

##### [Basic first aid](#) (Y3/4)

LO: How to make a clear and efficient call to emergency services if necessary; Concepts of basic first-aid, for example dealing with common injuries, including head injuries. (Statutory)

##### [My changing body](#) (Y3)

LO: Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty. (Statutory)

##### [My special pet](#) (Y3)

LO: Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. (Statutory)

##### [Moving house](#) (Y4)

LO: Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. (Statutory)

##### [Together](#) (Y4)

	LO: Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Cross-curricular Maths	RE
Make 3D models of pyramids <b>Revisit: Y3/4, Aut 2, Week 5</b>	<b>Sikhism</b> Why are Gurus important to Sikhs?  <b>Coverage:</b> <ul style="list-style-type: none"> <li>• Guru Nanak</li> <li>• The 10 Gurus</li> <li>• Balsakhi</li> </ul>
English Focus 1	English Focus 2
<p style="text-align: center;"><b>Class Novel &amp; Narrative unit: Egyptian Cinderella</b></p> <p><b>Reading phase:</b> Use TES PowerPoint and resources. Discuss the story of Cinderella and listen to the Disney version being read aloud:  <a href="https://www.youtube.com/watch?v=OZ6ha1UWt3w">https://www.youtube.com/watch?v=OZ6ha1UWt3w</a> Make predictions as to how the Egyptian version might be different EG the fairy godmother might be a goddess or a mythical creature.</p> <p><b>Gathering Content:</b> List all the bad things that have happened to Rhodopis up to losing her slipper. (Kidnapped by pirates, teased by the servant girls, not invited to the pharaoh's party, falcon taken a slipper. Act out the story so far, hot seat Rhodopis – how does she feel when her slipper gets taken away? Create a story map for one of the characters – Rhodopis or the Pharaoh.</p> <p><b>Short writing opportunities:</b> Up to pg14 write a diary entry for Rhodopis  Text message as the pharaoh linked to pg 15 (inference reading skills)</p>	<p style="text-align: center;"><b>Playscripts – Egyptian Cinderella</b></p> <p><b>Reading phase:</b> Read the example of Egyptian Cinderella as a playscript. Act it out in small groups. Look at how the stage directions help convey how a character is feeling, through actions, expression, intonation, body language... Annotate and highlight key features of the genre. Create a checklist for working wall to use in writing phase.</p> <p><b>Gathering Content:</b> Focus on the grammar – practise using prepositional phrases, adverbs to extend the stage directions. Use drama and talk to reinforce the differences between a script and a narrative regarding the ways the action, setting and characterisation are conveyed.</p> <p><b>Short writing opportunities:</b> Change short conversations/dialogue in the story to playscript (paired &amp; guided writing)</p>

**Writing phase:** Create a new version of the story: change some of the key details of The Egyptian Cinderella story. Changing 3 things would be ideal and won't over complicate. Keep things simple and change the special garment (from a slipper), the creatures Rhodopis befriends (change the birds, monkey and hippo) and the mythical creature (change the falcon). Plan using the storyboard sheet.

**Grammar:** verbs, adverbs, using fronted adverbials  
Using and punctuating direct speech

**Guided Reading:** Stage 3 Ancient Egypt

**Speaking and listening:** Use the debate cards to prepare reasons for or against the ending being a happy one or not for Rhodopis.

**Cross-curricular writing:** Egypt travel brochure (Geography link – including physical features EG the Nile and human features EG the pyramids)

**Writing phase:** Plan – box it up – model how to box up the chapter into different, shorter scenes. Model/scaffold write for one of the chapters turned into a playscript

Model editing process

**Independent Write:** Turn another chapter into a playscript based on modelled write and criteria. Edit work.

**Speaking and Listening:** Act out extracts of the Egyptian Cinderella from reading phase written as playscripts – Grammarsaurus examples

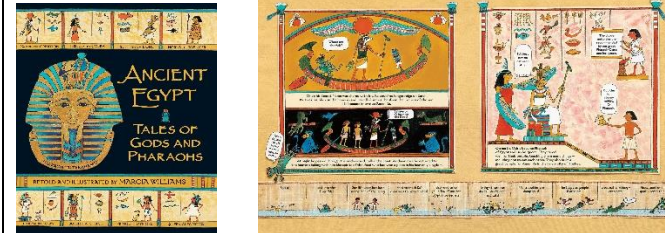
**Presentation:** Produce tickets and invite other classes and/or parents to watch the performances of the plays

**Grammar:** ways of extending stage directions using adverbs, adjectives and prepositional phrases

**Cross-curricular writing:**

Watch <http://www.ancientegypt.co.uk/gods/story/main.html> creation myth &

Retell the story in the form of a comic strip in the style of Marcia Williams



Newspaper report – Tutankhamun discovery

**Global Links:**

**Local links:**