

Year Group	3
Term	Spring
Subject	History

Topic	Ancient Egypt
Curriculum Intent	For children to understand significant aspects of history of the wider world and the nature of ancient civilisation - Ancient Egypt.

Key Vocabulary	Ancient, Egypt, timeline, civilisation, chronological, artefact, Pharaoh, invasion, pyramid, hieroglyphic, irrigation, shaduf, trade, fishing, farming, fertilized, trade, travel, watering, washing, animals, crops, River Nile, Egyptians, Egypt, Cleopatra, mummification.
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History Skills	To place the time studied on a time line. To sequence several events or artefacts. To identify reasons for and results of people's actions. To understand why people may have wanted to do something. To use a range of sources to find out about a period. To observe small details – artefacts, pictures. To communicate knowledge through discussion and writing. To make comparisons to our lives today.
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History Knowledge	To know and understand significant aspects of the history of the wider world – Ancient Egypt. To understand the nature of ancient civilisations and characteristic features of Ancient Egypt. To gain historical perspective by placing their growing knowledge into different contexts. To understand the abstract term 'civilisation'. Children to understand significant aspects of Ancient Egypt Civilisation, when it happened, where it was, why we study them, the importance of the Nile, daily life, their beliefs, architecture and down fall.
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Week	Learning Objective	Activities	Differentiation	Outcome
1	LO: To place Ancient Egyptian events on a timeline.	Show picture and discuss what do we already know about Ancient Egypt? Gather ideas. Talk about meaning of ancient and civilisation. Discuss key aspects of Ancient Egypt - (they were an advanced civilisation, gods religion, vibrant, productive, architecture all that time ago). Locate Egypt on map, compare to where England is. Discuss what a timeline is. Class activity – order some events together in chronological order. Activity: Children create timeline of key events in order and draw picture to match.	Adult support Word bank and cut & stick activity sheet. Challenge – write Qs you want to find out the answers to.	.To create a timeline in chronological order to key Ancient Egyptian events.
2	LO: To explain how we know how people in the past lived.	Discuss what a historian is. What is the difference between primary and secondary sources? Children look at Egyptian artifacts from the local library box. Discuss what they are. Activity: Design and draw their own Egyptian artefact and write its purpose.	Adult support	To explain importance of objects in Ancient Egyptian times.
3	LO: To understand the importance of the River Nile to Ancient Egyptians.	Talk about the River Nile – what is it? Why is it needed? What made it important in Ancient Egyptian times? Activity: Create a poster of the River Nile in pairs and annotate.	Vocabulary list Support: pictures to stick in books and write sentence to match each one.	To understand the importance of the River Nile to Ancient Egyptians.
4	LO: What did the Ancient Egyptians believe?	Recap River Nile and benefits it had. Show creation story video. Discuss similarities to any other creation stories they know. Explain that the stories were handed down from generation to generation and differences developed in different times/parts of Egypt over time. Activity: Children to match Gods and goddesses to their correct description. Challenge: To write an interesting fact about their favourite God and why they like the God/Goddess	Adult support as needed	To be able to discuss the beliefs of Ancient Egyptians and create their own God.

5	LO: To know and understand the process of mummification.	Discuss Ancient Egyptians belief of afterlife linked to mummification process and eventually led to the building of Pyramids. Show steps of the mummification process demonstrating with a tomato/apple. Create the test samples and leave in your cupboard to reveal the effects next week Activity: Children to cut and stick or write the process of mummification.	Adult support Scaffolded sheet	To explain the process of mummification.
6	LO: The discovery of Tutan Khamun	Discuss children's understanding of pyramids. Introduce Howard Carter and the discovery of Tutan Khamun's tomb. Discuss- should he have opened the tomb? Why/why not? Activity: In groups, talk about what should have happened to his belongings. Was it right to open the tomb? How did the Egyptians feel?	Mixed ability groups for discussion activity Adult support as needed	To explain how Tutan Khamun was discovered.
7	LO: To understand, recognise and write hieroglyphic symbols Egypt Day	Explain what hieroglyphics mean: "Hieroglyphics were the writing system of Ancient Egypt, used over 5,000 years ago!" where was it used? How is it different to our writing? Talk about the Rosetta stone and its importance. Once children have finished their activity, discuss the downfall of ancient Egypt. Go through the link below giving the children a brief insight as to how the civilization ended. Pause and ask questions to check understanding of the children.	Adult support Word mat of hieroglyphics	To have an understanding of hieroglyphics