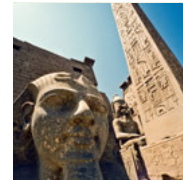




History

"What can we find out about ancient Egypt?"

| | |
|-------------|---|
| 1 | Identifying where in the world Egypt is, when the ancient Egyptian civilisation existed and considering what they already know about ancient Egypt. |
| 2 | Exploring the landscape of Egypt and identifying the uses of the River Nile in ancient Egypt. |
| 3 | Learning about Howard Carter's discovery of Tutankhamen, and considering what we can learn from the objects found in his tomb. |
| 4 | Investigating the importance of artefacts in learning about ancient Egypt, including the Rosetta Stone. |
| 5 | Researching and presenting information about daily life in ancient Egypt. |
| 6 | Exploring ancient Egyptian tombs, pyramids and burial sites, as well as the process of mummification. |
| 7 | Consolidating their knowledge of ancient Egypt and presenting information in a variety of ways. |
| Objectives: | <ul style="list-style-type: none"> KS2 - 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 |



Science

"Tombs, Torches and Timekeepers"

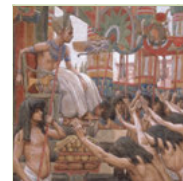
| | |
|-------------|---|
| 1 | Recognising that we need light in order to see and identifying which light sources were and were not available in ancient Egypt. |
| 2 | Exploring how light is reflected from objects and investigating which materials would have been suitable as a mirror in ancient Egypt before the invention of glass. |
| 3 | Exploring the difference between night and day, and comparing ancient Egyptian beliefs about the Sun with modern explanations. |
| 4 | Considering and explaining how shadows are formed. |
| 5 | Investigating how shadows change position throughout the day, using the example of ancient Egyptian obelisks. |
| Objectives: | <ul style="list-style-type: none"> Year 3 - recognise that they need light in order to see things and that dark is the absence of light Year 3 - notice that light is reflected from surfaces Year 3 - recognise that light from the sun can be dangerous and that there are ways to protect their eyes Year 3 - recognise that shadows are formed when the light from a light source is blocked by a solid object Year 3 - find patterns in the way that the size of shadows change |



Geography

"The River Nile"

| | |
|-------------|--|
| 1 | Describing the location of the River Nile and identifying some of its key features. |
| 2 | Investigating the journey of the River Nile from the source to the mouth. |
| 3 | Considering the positive and negative effects of the Aswan High Dam on the River Nile and its people. |
| 4 | Defining what the Nile Delta is and exploring its physical and human geographical features. |
| 5 | Identifying and describing uses of the River Nile and how these have changed over time. |
| 6 | Using geographical knowledge to describe a journey up the River Nile from Aswan to Alexandria. |
| Objectives: | <ul style="list-style-type: none"> KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |



RE

"Israelites in Ancient Egypt"

| | |
|-------------|--|
| 1 | Finding out who the Israelites were and what they believed by reading the stories of Abraham, Isaac and Jacob. |
| 2 | Exploring Jacob's family tree and reading the story of Joseph up to his arrest in Pharaoh's prison. |
| 3 | Reading the story of Joseph's encounter with Pharaoh and how this changed his life. |
| 4 | Finding out how the Israelites came to be in Egypt due to the famine. |
| 5 | Exploring the differences in beliefs between the Israelites and the ancient Egyptians. |
| 6 | Reading the story of Moses and the Israelites' escape from slavery in Egypt. |
| Objectives: | N/A |

Journey to Ancient Egypt

Teacher's Topic Planner

Maths

English

Science

"Tombs, Torches and Timekeepers"



Computing

History

"What can we find out about ancient Egypt?"



Geography

"The River Nile"



RE

"Israelites in Ancient Egypt"



Art

DT

Languages

Music

Teacher's notes:



History

"What can we find out about ancient Egypt?"



Science

"Tombs, Torches and Timekeepers"



Geography

"The River Nile"



RE

"Israelites in Ancient Egypt"

What can we find out about ancient Egypt?: History : Year 3/4

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|--|--|---|---|
| Lesson 1 | To locate ancient Egypt in time and place. | Children will consider what they already know about ancient Egypt and what they would like to find out. They will identify where Egypt is on a map and find out the difference between 'ancient' and 'modern'. They will use pictures and other prompts to start identifying features of Egypt and ancient Egypt. | <ul style="list-style-type: none"> Do children know the difference between ancient and modern? Can children locate Egypt on the map and describe its landscape? Can children ask and respond to questions using appropriate vocabulary? | <ul style="list-style-type: none"> Slides Worksheet 1A/1B Sticky notes Picture Cards (FSD? activity only) |
| Lesson 2 | To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. | Children will look at a map of ancient Egypt and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life. | <ul style="list-style-type: none"> Can children explain what the landscape of ancient Egypt was like? Do children know why the Nile was so important to the Egyptian way of life? Can children explain how the Egyptian landscape impacted on people's everyday lives? | <ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Fact Sheet A/B Information books on the River Nile Nile Game Board (FSD? activity only) Counters and dice (FSD? activity only) |
| Lesson 3 | To find out about Tutankhamen and how artefacts can teach us about the past. | Children will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists. | <ul style="list-style-type: none"> Can children explain how Tutankhamen's tomb was discovered? Do children know why it was such a significant historical discovery? Can children explain how artefacts can tell us about life in the past? | <ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards (FSD? activity only) |
| Lesson 4 | To understand the importance of artefacts in helping us find out about the past. | Children will explore a variety of ancient Egyptian artefacts and think about what they can tell us about everyday life in ancient Egypt. They will find out about the Rosetta stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society. | <ul style="list-style-type: none"> Can children suggest what an artefact was used for and who used it? Do children know why artefacts are so important in helping us learn about the past? Do children know why the Rosetta stone was such an important discovery? | <ul style="list-style-type: none"> Slides Worksheet 4A/4B Egyptian Alphabet sheet Access to the internet Box/items for time capsule (FSD? activity only) |
| Lesson 5 | To find out about the way of life in ancient Egypt. | Children will generate a variety of questions to research about everyday life in ancient Egypt for categories such as food, clothing, farming and religion. | <ul style="list-style-type: none"> Can children sort information into different categories? Can children ask and answer questions about life in ancient Egypt? Can children use a variety of sources to find out information? | <ul style="list-style-type: none"> Slides Worksheet 5A Information Sheet Information Booklet Templates Picture Cards Information books/access to internet |
| Lesson 6 | To learn about Egyptian tombs, pyramids and burial sites. | Children will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They can then explore the process of mummification. | <ul style="list-style-type: none"> Can children describe some ancient Egyptian beliefs about life and death? Can children explain the process of mummification? Can children infer and deduce information about the past from objects that have survived? | <ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Model Mummy sheets (FSD? activity only) Glue/scissors (FSD activity only) Pipe cleaners/ribbon (FSD? activity only) |
| Lesson 7 | To recall, select and organise historical information. | Children will consolidate everything they have learnt about ancient Egypt, in particular considering the role artefacts play in helping us find out about the past. Children can express their learning and understanding in a variety of ways. | <ul style="list-style-type: none"> Can children recall facts and details about the ancient Egyptian civilisation? Can children understand and organise information? Do children know why studying past civilisations is so important? | <ul style="list-style-type: none"> Slides Worksheet 7A Activity Cards (FSD? activity only) End of Unit Quiz |

Tombs, Torches and Timekeepers : Science : Year 3

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|---|--|--|---|
| Lesson 1 | To recognise that we need light in order to see. | Children will start by considering why an archaeologist cannot see anything in a newly-discovered ancient Egyptian tomb. They will go on to learn that darkness is the absence of light, and that without light we cannot see. They will then identify, describe and sort a variety of light sources, including those that would and would not have been available to the ancient Egyptians. | <ul style="list-style-type: none"> Do children know that we need light in order to see things? Do children know that dark is the absence of light? Can children identify a variety of light sources? | <ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Picture Cards (FSD? activity only) |
| Lesson 2 | To explore how light is reflected from surfaces. | Children will learn that some surfaces reflect more light than others and that we can only see items because light is reflected from them. They may then either identify and describe a range of reflective surfaces, or conduct a reflection investigation using mirrors. | <ul style="list-style-type: none"> Do children know that light travels in a straight line? Do children know that we need light in order to see? Do children know that we see when light is reflected from a surface? | <ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Mirrors Challenge Card (FSD? activity only) |
| Lesson 3 | To explore the Sun as a light source and identify the difference between night and day. | Children will find out about ancient Egyptians beliefs that the Sun was a god called Ra. They will then compare these beliefs with modern explanations of what the Sun is. They will learn about some differences between night and day, including starting to understand how the Sun rises and sets. | <ul style="list-style-type: none"> Can children define the difference between night and day? Do children know why the Sun rises and sets each day? Do children know that we need light to see and that darkness is the absence of light? | <ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Information Sheet Challenge Card (FSD? activity only) |
| Lesson 4 | To investigate what shadows are and why they are formed. | Children will look at a variety of photos to see where the shadows are and suggest reasons for why they are there. They will go on to learn how shadows are formed and have some time to explore shadows for themselves, including the differences between shadows cast by opaque, transparent and translucent objects. | <ul style="list-style-type: none"> Do children know that shadows are formed when light is blocked? Do children know the difference between objects that are transparent, translucent and opaque? Can children explore shadows using torches and express their findings? | <ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Variety of opaque, transparent and translucent objects Torches Cardboard boxes, card, sticks, greaseproof paper (FSD? activity only) Help Sheet (FSD? activity only) Challenge Cards (FSD? activity only) |
| Lesson 5 | To investigate how the size of shadows changes throughout the day. | Children will discover what obelisks are and how the ancient Egyptians used these as sundials by looking at the shadows cast by them throughout the day. They will discuss and predict what will happen to a shadow cast by a mini obelisk in sunlight throughout the day. They may then conduct a shadow investigation and present their findings using bar graphs, or complete diagrams and order pictures to show an obelisk's shadow throughout the day. | <ul style="list-style-type: none"> Can children explain why shadows created by the Sun change position during the course of a day? Can children plan and carry out an investigation? Can children find patterns in the way the size of shadows change? | <ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Shadow stick, ruler and chalk Blank Picture Cards (FSD? activity only) Complete Picture Cards (FSD? activity only) Large sheets of paper (FSD? activity only) End of Unit Quiz |

The River Nile : Geography : Year 3/4

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|--|--|--|---|
| Lesson 1 | To be able to describe the location and features of the River Nile. | Children start by piecing together a jigsaw of the River Nile to find out what they will be learning about. They then discuss what they already know about the River Nile before using a variety of sources of information to find out some basic facts about the Nile, such as location, length and features. | <ul style="list-style-type: none"> Do children know that the River Nile is the longest river in the world? Can children locate the River Nile on a world map? Can children identify the countries the River Nile runs through? | <ul style="list-style-type: none"> Slides Jigsaw Cards Worksheet 1A/1B/1C/1D/1E Statement Cards 1A/1B Blank Statement Cards Evidence Pack River Nile eBook (FSD? activity only) |
| Lesson 2 | To be able to describe the journey of the River Nile from source to mouth. | Children will find out about the source and mouth of the Nile, as well as looking some of the geographical features along the length of the river, such as Lake Victoria, waterfalls, and the Nile Delta. Children can then describe the journey of the River Nile from source to mouth in a variety of different ways. | <ul style="list-style-type: none"> Do children know where the source of the Nile is? Do children know where the mouth of the Nile is? Can children describe the journey of the Nile from source to mouth using appropriate geographical vocabulary? | <ul style="list-style-type: none"> Slides Worksheet 2A Sentence Cards 2A/2B Challenge Card River Nile Map Label Cards (FSD? activity only) Skipping ropes, tissue paper, string, etc. (FSD? activity only) |
| Lesson 3 | To find out the positive and negative effects of the Aswan High Dam on the River Nile. | Children will start by looking at the annual flooding of the Nile and go on to explore why this no longer happens since the construction of the Aswan High Dam. They will consider both the positive and negative effects that the dam has had on Egypt, as well as how the dam works. | <ul style="list-style-type: none"> Do children know what the Aswan High Dam is and why it was built? Can children describe some of the positive impacts the Aswan High Dam has had on Egypt? Can children describe some of the negative impacts the Aswan High Dam has had on Egypt? | <ul style="list-style-type: none"> Slides Fact Cards Sticky notes/large sheets of paper Information Sheet (FSD? activity only) Booklet Template (FSD? activity only) |
| Lesson 4 | To explore the physical and human geography of the Nile Delta. | Children will recap what a delta is and how deltas are formed before looking at some of the physical and human features of the Nile Delta. They will use photographs to discuss what the delta is like, as well as using climate data and other sources to consider what it is like to live in the Nile Delta region. | <ul style="list-style-type: none"> Can children describe what a delta is? Can children describe some of the physical features of the Nile Delta? Can children describe some of the human features of the Nile Delta? | <ul style="list-style-type: none"> Slides Information Sheet Picture Cards Worksheet 4A/4B/4C/4D Challenge Card 4A/4B/4C Question Cards (FSD? activity only) Books, atlases, internet access, etc. (FSD? activity only) |
| Lesson 5 | To explore uses for the River Nile and how these have changed over time. | Children will consider whether the River Nile was more important in ancient times than today as the basis for exploring the many ways in which people use the Nile. They will think about how some of these uses have changed over time and discuss which they think the most important uses of the River Nile were in the past and now. | <ul style="list-style-type: none"> Can children describe some of the ways in which the River Nile is used today? Can children describe some of the ways in which the River Nile was used in ancient Egypt? Can children assess the importance of the River Nile and discuss its impact on Egypt? | <ul style="list-style-type: none"> Slides Worksheet 5A/5B Question Cards 5A/5B Picture Cards Challenge Card (FSD? activity only) |
| Lesson 6 | To be able to describe in detail a journey up the River Nile in Egypt. | Children will consolidate their knowledge of the River Nile by describing an imaginary river cruise from Aswan to Alexandria. They will consider what and who they might see along the way and draw on their prior learning to describe in detail what a River Nile cruise would be like. | <ul style="list-style-type: none"> Can children describe some of the features of the physical geography of the River Nile in Egypt? Can children describe some of the features of the human geography of the River Nile in Egypt? Can children draw on their knowledge and understanding of the River Nile to explain what a journey up the Nile might be like? | <ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Egypt Map Information Sheet Challenge Card (FSD? activity only) End of Unit Quiz |

Israelites in Ancient Egypt : RE : Year 3/4

| | Learning Objective | Overview | Assessment Questions | Resources |
|-----------------|--|--|---|--|
| Lesson 1 | To find out who the Israelites were and what they believed. | Children will start by identifying that the stories of Abraham, Isaac and Jacob are in the Qur'an, Bible and Torah. They will then go on to read a brief story about Abraham, Isaac and Jacob, and the promise God made to them. Children will then look at Jacob's family tree and be introduced to his twelve sons, four wives and one daughter. | <ul style="list-style-type: none"> Do children know that the story of Abraham, Isaac and Jacob is common to the Bible, the Torah and the Qur'an? Do children know that Jacob came to be called Israel by God? Can children place Jacob in time and place? | <ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Jacob's Family Tree sheet Clue Cards Sentence Cards 1A/1B (FSD? activity only) |
| Lesson 2 | To find out about Joseph and how he came to be in Egypt. | After recapping Jacob's family tree, children will read the story of Joseph up to the point he is put in prison by Potiphar. They will consider how Joseph might have been feeling at this point and think about how Joseph's experiences were affected by his belief in God. They can also consider some more general questions about slavery, beliefs and dealing with family feuds. | <ul style="list-style-type: none"> Can children describe who the Israelites were? Do children know who Joseph was and explain why he was sold into slavery by his brothers? Do children know how Joseph came to be a prisoner in Egypt? | <ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Question Cards (FSD? activity only) |
| Lesson 3 | To find out about Joseph's meeting with the pharaoh and how this changed his life. | Children will read the next part of the story of Joseph up to when Pharaoh puts him in charge of preparing Egypt for the famine and makes him the second most powerful man in Egypt. Children are challenged to retell this section of the story in a variety of ways. | <ul style="list-style-type: none"> Can children describe who Joseph was and why he is an important character in the Torah/Bible? Can children retell the story of Joseph interpreting Pharaoh's dreams? Can children suggest what Joseph's beliefs about God say about his character? | <ul style="list-style-type: none"> Slides Picture Cards Domino Cards Question Cards Answer Cards Challenge Card (FSD? activity only) |
| Lesson 4 | To find out how the Israelites came to be in Egypt. | Children will continue the story of Joseph by finding out what happened when the famine hit Egypt and when Joseph's brothers travelled to Egypt to find food. They will find out that Jacob moved his whole family to Egypt after Joseph had revealed himself to his brothers. Children are challenged to tell the story of Joseph and consider what people can learn from it. | <ul style="list-style-type: none"> Can children explain how the Israelites came to live in Egypt? Can children retell the main points from the story of the life of Joseph? Can children consider what the story of Joseph teaches people? | <ul style="list-style-type: none"> Slides Story Cards 4A/4B Booklet Template Worksheet 4A (FSD? activity only) |
| Lesson 5 | To explore the differences in the beliefs of the ancient Egyptians and the Israelites. | Children will start by considering what it might be like to live in a foreign country. They will go on to think about what life was like for the Israelites while they were in Egypt and discover how and why their status changed there. They will compare the beliefs of the Israelites with the beliefs of the Egyptians, as well as thinking about how differences between people can be positive, not negative. | <ul style="list-style-type: none"> Can children explain how the Israelites came to be in Egypt? Can children explain how the Israelites became slaves in Egypt? Can children identify differences in the beliefs of the ancient Egyptians and the beliefs of the Israelites? | <ul style="list-style-type: none"> Slides Noah Story Sheet Information Sheet Worksheet 5A/5B/5C/5D Challenge Cards 5A/5B/5C |
| Lesson 6 | To explore what we can learn about Christian and Jewish beliefs in God from the story of the Israelites. | Children will think back to the promise God made Abraham and read the story of the exodus from Egypt and how the Israelites were finally given the land God had promised them. Children will think about what the story of the Israelites can teach Christians and Jews about God, and how this can help people in their daily lives. | <ul style="list-style-type: none"> Do children know the story of how the Israelites came to be in the Promised Land? Can children suggest ways in which the story of the Israelites can help Jews and Christians today? Can children suggest what the story of the Israelites tells Jews and Christians about God? | <ul style="list-style-type: none"> Slides Lesson Cards Worksheet 6A/6B/6C/6D Information Sheet Ten Commandment Cards (FSD? activity only) End of Unit Quiz |