

33213 Title: The Adventures of Howard Carter		Year: 3 Duration: 6-7 Weeks (including Art)
Teaching Ideas	Subject	National Curriculum Objectives
<p>Children go into topic with a 'blind' start – they are told that they have a special visitor from the past coming to see them and their challenge is to find out what he did and why he was famous. Pupils should work in groups to prepare questions. Someone (teacher, member of staff) taking on the role of Howard Carter. Interview him trying to find out as much information as they can. They are then invited to visit Egypt with him to assist him on an archaeological adventure.</p> <p>Children to then visit the tomb with Howard Carter. (Set up in the classroom, use of tables, darkness.) Children find different resources in the tomb that have been bought/made by teacher. (canopic jars, death mask, hieroglyphs, treasures, painting/panels which told story, e.g. of journey of the dead) What can we find out from these items? What can we learn? What do we now want to find out?</p> <p>Children to take on the role of an 'archaeologist' and bring back the items to their classroom to inspect further.</p> <p>Sessions go through different items found and what we learnt from them, exploring each in turn in more detail, e.g. when looking at the Canopic jars they will learn about mummification and go through the mummification process (e.g. with teddy bears)</p> <p>Outcome/evidence – children could create an on-going journal/diary on their experiences including reports, recounts, diagrams and photos of the artefacts they are investigating.</p> <p>Visits ideas: (end of topic/them) Manchester Museum – focus on artefacts</p>	<p>History Spoken Language Literacy</p>	<p>H – Study the achievements of the earliest civilizations including an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>H – know and understand significant aspects of the history of the wider world and the nature of ancient civilisations</p> <p>H – develop and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>H – create their own structured accounts, including written narratives and analyses</p> <p>H – understand historical concepts such as continuity and change, cause and consequence, similarity, different and significance and use them to make connections and draw contrasts</p>

<p>Weston Park Museum, Sheffield – focus on mummification process.</p> <p>Literacy Links: Adventure stories Recounts – Retells of event / chronological report / recounts from the perspective of different Ancient Egyptians.</p>		
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Year 3		Duration: 1-2 weeks
Teaching ideas.	Focus	National Curriculum objectives.
<p>Links closely with Time Travellers topic. Could be put at the end of the topic so that it follows on.</p> <p>Explore different ways of printing is used</p> <ul style="list-style-type: none"> - Different cultures - How they were used in Ancient Egypt, e.g. the wall paintings / panels which told story, e.g. of the Journey of the Dead. <p>Look in detail at the drawings of Ancient Egypt. Explore different ways these images could be created.</p> <p>Make their own on fabric or large paper or on papyrus to be put around the classroom with each child creating their own panel to retell the journey of the dead.</p> <p>Pupils could make own printing blocks using a range of materials to create some of the repeating images or hieroglyphs.</p>	Printing / Textiles Time Travellers	<p>A and D</p> <ul style="list-style-type: none"> - to develop their techniques and their use of materials with creativity, experimentation and an increasing awareness for the different kinds of art, craft and design. - to develop drawing and painting with a range of materials. - to use sketch books to record their observations and use them to review and revisit ideas. <p>Focus Key Skills Objectives</p> <p>L2 I can make my own simple printing materials. I can create patterns in printing using reflection and rotation.</p> <p>L3 I adapt and improve my work as I go with adult support (including keeping notes in a sketch book).</p>



I can show relationships between people in my drawing.

I can add more detail to my models, combining different techniques.

I experiment with different materials before using them in a textile project.

I can print on and dye fabrics in different ways to create different effects.

I can explore and explain how printing is used in different cultures/ times.