

YEAR 3



ANCIENT EGYPT	History, Geography, Design & Technology: Construction, Art & Design: Painting	Autumn 1
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<p><b>History</b></p> <p><i>The achievements of the earliest civilizations- an overview of where and when the first civilisations appeared and a depth study of one civilisation.</i></p> <p><b>Historical knowledge</b></p> <ul style="list-style-type: none"> <li>• Know why people chose to settle in certain areas in Ancient Egypt (e.g. near the banks of the river Nile).</li> <li>• Know the importance of the River Nile to the Ancient Egyptians (e.g. water for crops, mud for bricks and pots, fishing, papyrus reeds, transport).</li> <li>• Know that Ancient Egyptian society was very hierarchical and each group had a different role to play in Egyptian society.</li> <li>• Know what daily life was like for all groups of people (e.g. settlements, housing, leisure, clothing, trade).</li> <li>• Know that hieroglyphics are a formal writing system used by the Ancient Egyptians.</li> <li>• Know that mummification was the process of preserving a body and why this process was very important to the Egyptians.</li> <li>• Know that the bodies of important people, such as pharaohs, were placed in pyramids, which were built as tombs.</li> <li>• Know that the ancient Egyptians were polytheists.</li> <li>• know how Ancient Egyptian society has impacted on modern society (e.g. dams, irrigation systems, calendar, the first paper).</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand common words and phrases relating to the passing of time.</li> <li>• Understand timelines can be divided into BC and AD.</li> <li>• Place periods of history studies onto a given timeline.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask focused questions in order to find out specific information about the past.</li> <li>• Use a number of given sources to infer information about the past.</li> <li>• Select and record relevant information from written sources</li> </ul>	<p><b>Geography</b></p> <p><b>Location and place knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that Egypt a country within the continent of Africa.</li> <li>• Know that Egypt is located in the North-East of Africa.</li> <li>• Know that the River Nile flows through Egypt.</li> <li>• Know that the River Nile is believed to be the longest river in the world.</li> <li>• Know that the capital city of Egypt is Cairo.</li> <li>• Know that the climate is hot, dry Summers with moderate winters.</li> <li>• Know that there are two biomes in Egypt: freshwater and desert.</li> <li>• Know that the major trade exports include crude oil, petroleum products, cotton, textiles, metal products and chemicals.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes, rivers and the water cycle.</li> <li>• 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</li> </ul> <p><b>Geographical skills and enquiry</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping.</li> <li>• Use the eight compass directions to describe locations.</li> <li>• Draw a detailed map with symbols and a key.</li> <li>• Use four figure grid references.</li> </ul>
<p><b>D &amp; T: Construction</b></p> <p><i>Pupils make a Shaduf (simple, hand operated machine for lifting water).</i></p>	<p><b>Art &amp; Design: Painting</b></p> <p><i>Pupils create a papyrus painting.</i></p> <ul style="list-style-type: none"> <li>• Use sketch books to collect, record and review artistic ideas from a</li> </ul>

- 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
- 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
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities



- range of different sources.
- Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
  - Select, and use appropriately, a variety of materials and techniques in order to create their own work.
  - Know about and describe the work of some artists, craftspeople, architects and designers
  - Be able to explain how to use some of the tools and techniques they have chosen to work with.

SCHOOL KEY DRIVERS		
Language	Possibilities	Diversity
<p><u>History</u>  <b>Historical knowledge</b>            River Nile, fertile, irrigation, hierarchy, priest, nobles, scribes, merchants, craftsmen, deities, slaves, Pharaoh, Pyramids, tombs, Valley of the Kings, mummification, sarcophagus, afterlife, canopic jar, preserve, Howard Carter, papyrus</p> <p><b>Chronological understanding &amp; Historical enquiry</b>            Anno Domini (AD), Before Christ (BC), Common Era (CE), Before the common era (BCE), millennium, circa, reign, enquiry, infer, relevance, continuity, impact, importance, significance, reason, This suggests/implies...</p> <p><u>Geography</u>  <b>Location &amp; place knowledge</b>            Continent, Africa, Cairo, biome, freshwater, desert, crude oil, petroleum, textiles, chemicals</p> <p><b>Human and physical geography &amp; Geographical skills and enquiry</b>            grid, reference, cartographer, globe, North East, North West, South East, South West, present, satellite image, terrain, political map, physical map, climate map, topographic map, urban, relief, latitude, longitude, cardinal points, time zones</p>	<p>Where is Egypt? Holiday destination.            Working abroad            Travel agent</p>	<p>Slavery and freedom            What did the Ancient Egyptian believe?            Modern day Egyptian cultures and traditions</p>

Suggested literacy links	Suggested maths links
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*The Prince of Egypt - Guided Reading*

*Literacy*

*Explanation text*

*Measuring*

*Ordering numbers for timeline*