



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



**What was the Ancient Egyptian Civilisation?  
Year 3 Summer 1**

## Rose Wood Academy: Enquiry Driven Learning Overview

<b>Year Group:</b> Y3	<b>Enquiry Question:</b> <b>What was the Ancient Egyptian Civilisation?</b>	<b>Term:</b> Summer 1
<b>Context:</b>  Building on the understanding of the development of civilisation and the development of industry along rivers, this is a good opportunity to go further back in history and study an ancient civilisation. Egypt has been chosen as it is a very clear example of how the civilisation developed along a great river. It also allows us to make links to some great texts to support the English curriculum through the text, "Marcy and the Riddle of the Sphinx".		
<b>Prior Learning (Direct Pathway)</b>  Science – Biology <ul style="list-style-type: none"><li>• The children will recap the characteristics plants need to grow and be able to label parts of a plant</li><li>• Children will be able to recall different habits where plants and animals live</li></ul> Geography <ul style="list-style-type: none"><li>• Know the four countries of the UK and their capital cities</li><li>• Know, name and locate the continents and oceans of the world</li><li>• Know the 4 compass points</li><li>• Name and locate Middlesbrough on a map</li><li>• Know that humans create settlements, often near natural resources</li><li>• Know that different parts of the world have different climates and that this is because of their location in relation to the equator (Y3, A2)</li><li>• Know the term Biome (Y3, A2)</li><li>• Recognise similarities and difference between where they live and other countries</li></ul> History – Sequencing the Past <ul style="list-style-type: none"><li>• Children will revisit sources of evidence, what they know and how this informs our understanding</li><li>• Children will know when events in history happened and that some events happened simultaneously – The Ancient Egyptian dynasty happened at the same time as Britain was still in the Stone Age</li></ul> History – Constructing the Past <ul style="list-style-type: none"><li>• Children will know where people and events fit within a chronological framework</li></ul> History – Significance (of events/people) <ul style="list-style-type: none"><li>• Children will understand that they can find out about the past in different way and that some people/events are significant</li></ul>		
<b>Prior Learning (Indirect Pathway)</b>  Science – <ul style="list-style-type: none"><li>• Children will be able to recall different habits where plants and animals live</li><li>• Properties of materials – materials used to build houses and infrastructure in the past – referring to the Great Fire of London in Y1</li></ul>		

# Rose Wood Academy: Enquiry Driven Learning Overview

Science: 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.

Geography: Using maps, atlases and globes to locate countries. Learning about the desert biome.

Art: study Ancient Egyptian tomb models

## Enquiry Question

**What was the Ancient Egyptian Civilisation?**

### Content on Direct Pathway

Our project this term is 'Why were the ancient Egyptians so successful?' The project is based on the book, 'Marcy and the Riddle of the Sphinx' by Joe Todd Stanton.

Pupils will learn about the importance of The Nile and the role the fertile flood plains played in the rise of the Egyptian civilization. They will learn about the social structure of Ancient Egyptian civilisation.

They will learn about the discovery of Tutankhamen's tomb by Howard Carter in 1922 and about the life of the boy king. They will learn that Cleopatra was the last pharaoh of Egypt before the Romans took over.

Pupils will learn about the religious beliefs and practices of the ancient Egyptians. They will learn about the process of preparing the body for burial and the afterlife.

Children will write adventure stories in the form of a 1<sup>st</sup> person journal based on the story of 'Marcy and the Riddle of the Sphinx' by Joe Tod Stanton.

They will learn research skills to find out about life in ancient Egypt and will produce fact files about Egyptian gods.

They will write instructions explaining how to make a mummy.

## Enquiry Outcomes

Know the importance of the River Nile for trade and farming.

A museum of ancient Egyptian artefacts that will include: Canopic jars, death masks and cartouches. Pupils will be able to confidently talk about why the ancient Egyptians were so successful, their key beliefs (including mummification) and will be able to name famous pharaohs and important gods.

## Rose Wood Academy: Enquiry Driven Learning Overview

### Unit Title: What was the Ancient Egyptian Civilisation?

Y3  
Summer 1

#### End Point - The aim of this unit is for pupils to:

- Know the importance of the River Nile to the Egyptians in terms of trade and the fertility of the land for farming
- Know the location of Egypt and its main cities
- Know the key features of a desert biome

#### End of unit outcome:

Know the importance of the River Nile for trade and farming

#### Links:

Marcie and the Riddle of the Sphinx – Joe Todd-Stanton

Geography – Settlements

History – Knowledge of history beyond their living memory

#### Prior Learning:

- Know the four countries of the UK and their capital cities
- Know, name and locate the continents and oceans of the world
- Know the 4 compass points
- Name and locate Middlesbrough on a map
- Know that humans create settlements, often near natural resources
- Know that different parts of the world have different climates and that this is because of their location in relation to the equator (Y3, A2)
- Know the term Biome (Y3, A2)
- Recognise similarities and difference between where they live and other countries

#### Key Concepts of the unit:

**Biomes:** Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.

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**Climate:** Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.

**Trade:** Understand that trade is the activity of buying, selling, or exchanging goods or services between people, firms, or countries

### Key Knowledge:

- Revisit what a biome is
- Know the biomes studied this year: Tropical Rainforest and Desert
- For children to be able to answer the following questions on the Desert biome:

- What is the biome like?
- Where is this biome found?
- What is its climate?
- Which animals live there?
- Which plants live there?

*Deserts are found throughout the world, mainly in Africa and Australia. Cold deserts cover most of Antarctica. The desert is the driest biome A land is called a desert if gets less than 250mm of rain in a year. Some deserts (such as the Sahara) will get less than an inch of rainfall a year. Deserts can be hot or cold. In hot deserts it will be hot in the day and cold at night (due to the lack of foliage to keep in heat.) Cold deserts are found further from the equator, and will have few living things due to their cold. Cold deserts cover most of Antarctica. Animals that live in hot deserts have to cope with extreme temperatures and little water. Camels, gazelles, snakes, lizards and small rodents are common animals here. Camels can travel 100 miles across the desert without water. Very few people live in deserts. Desert plants have features that help them survive in the dry climate such as special roots that help them absorb what little water there is available. Cacti and yuccas are common desert plants. Plant will grow more abundantly around an oasis (an area with a supply of fresh water.) Due to the lack of water in deserts, soils take a long time to recover when they are damaged. This makes them very vulnerable.*

- Know the location of Egypt and its main cities
- Know the geographical importance of the River Nile to the Ancient Egyptians – trade and farming
- To know the land around the River Nile was fertile and therefore good for farming

### Geographical Skills:

- Begin to make a simple scale drawing
- Draw a simple map with an agreed key.
- Know why a key is needed

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- Recognise some standard symbols
- Locate places on larger scale maps e.g map of Europe
- Follow a route on a map with some accuracy
- Use the scale bar on a map to estimate distance
- Draw objects to scale (e.g using squared paper 1:1 then 1:2 etc)
- Large scale OS maps
- Internet map sites
- Experience maps of varying scales
- Use junior atlases

### Fieldwork:

- Apply age –appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales)
- Understand the four compass points and begin to use them to follow routes

### Vocabulary

<b>oceans</b>	a continuous body of salt water that covers more than 70 percent of the Earth's surface.
<b>continents</b>	A very large area of land that consists of many countries such as Europe
<b>trade</b>	The act of exchanging or buying and selling goods.
<b>river</b>	A large natural stream of water flowing in a particular course toward a lake, ocean, or other body of water.
<b>settlement</b>	A place where people live
<b>settlers</b>	People who move permanently from one place to live in another
<b>farm</b>	An area of land used to produce crops or to breed animals and livestock
<b>landscape</b>	Everything that you can see when you look across an area of land including hills, trees, buildings, rivers and plants
<b>Equator</b>	An imaginary horizontal line around the earth that splits the world into the northern and southern hemispheres
<b>Lines of Latitude: Tropic of Cancer Tropic of Capricorn</b>	Imaginary horizontal lines, which circle the earth above and below the Equator
<b>Line of Longitude: Greenwich Meridian</b>	An imaginary line that splits the world into east and west
<b>map</b>	A drawing or a particular area such as a city, country or a continent.
<b>human features</b>	Features of land that been impacted by human activity.
<b>physical features</b>	Natural features of land




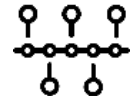

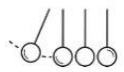

## Rose Wood Academy: Enquiry Driven Learning Overview

### Unit Title: What was life like in Ancient Egypt?

History Y3 Summer 1	<p><b>End Points:</b></p> <p><b>Change:</b> Howard Carter’s archaeological discovery changed what we knew about the Ancient Egyptian civilization.</p> <p><b>Cause and effect:</b> The ample natural resources and the highly fertile land along the Nile allowed the civilisation to develop and advance.</p> <p><b>Significance:</b> The discovery of Tutankhamun’s tomb is considered to be one of the most significant archaeological finds in the modern era. Being largely untouched, it provided a valuable insight into the religion, rituals and culture of the Ancient Egyptians</p> <p><b>End of unit outcome:</b></p> <ol style="list-style-type: none"> <li>1. How did Howard Carter’s archaeological discovery change what we know about the Ancient Egyptian civilization?</li> <li>2. How was The River Nile important to the Ancient Egyptian civilization?</li> <li>3. What was special about Tutankhamun’s tomb when it was discovered and what did it teach us about the Ancient Egyptian way of life?</li> </ol>
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**Links:**  
 Marcie and the Riddle of the Sphinx – Joe Todd-Stanton  
 Geography – Settlements  
 History – Knowledge of history beyond their living memory

- Prior Learning:**
- Children will further develop the skills of historians by using sources of evidence and how these can inform our understanding.
  - Children will understand why settlements are located close to natural resources

<p><b>Key Aspects of the Unit:</b></p> <p>Skills:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Knowledge:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Concepts (end points):</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
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- Key Historical Knowledge:**
- Children will understand that, while Britain was in the Stone Age, the Ancient Egyptian civilisation was emerging and that it existed for nearly 3000 years
  - Children will know that we learn about the past through artefacts
  - Children will know what Egypt was like over 5,000 years ago

## Rose Wood Academy: Enquiry Driven Learning Overview

- Children will understand the importance of the discovery of Tutankhamun's tomb and that this gave us a valuable insight into life during Ancient Egypt
- Children will understand that the Ancient Egyptians believed in many Gods
- Children will know that Ancient Egyptians believed in life after death and will know about mummification
- Children will know the stages involved in mummification
- Children will know the importance of the River Nile to the Ancient Egyptians

### Historical Skills:

#### Historical Enquiry

- Children will construct informed responses that involve thoughtful selection and organisation.

Children will develop appropriate use of historical terms, such as archaeologist, pyramid, hieroglyph and artefacts.

#### Using Sources as evidence

- Children will use a range of sources such as artefacts, photographs, images and written information to understand about life Ancient Egypt.

#### Constructing the past

- Children will develop chronologically secure knowledge and understanding of Ancient Egypt.
- Children will establish clear narratives within the timeline of Ancient Egypt.
- Children will have an overview of the significant changes that occurred in our understanding of Ancient Egypt as a result of the discovery of the tomb of Tutankhamun.
- Children will study elements of Ancient Egypt, in particular during the life of Tutankhamun.

#### Sequencing the past

- Children will develop chronologically secure knowledge and understanding of the Ancient Egyptian civilization and will understand what was happening in other places in the world at this time, for example pre-historic Britain.

### Vocabulary

<b>mummy</b>	A dead body which has been preserved or dried out
<b>pyramid</b>	a triangular building built as Egyptian tomb
<b>pharaoh</b>	an ancient Egyptian ruler
<b>sarcophagus</b>	a stone coffin
<b>scarab</b>	a beetle that was sacred to the ancient Egyptians
<b>sphinx</b>	an Egyptian statue having the body of a lion and the head of a man
<b>temple</b>	a sacred building used for religious purposes
<b>tomb</b>	a building or room used for burial
<b>hieroglyph</b>	a picture used to write something



## Rose Wood Academy: Enquiry Driven Learning Overview

<b>Nile River</b>	one of Africa's greatest rivers - which flows into the Mediterranean Sea
<b>oasis</b>	a fertile place in a desert that has plants and water
<b>archaeologist</b>	a person who studies the lives and cultures of ancient peoples
<b>artefact</b>	an object which has been made or modified by a human
<b>Cairo</b>	the modern capital of Egypt

## **Rose Wood Academy: Enquiry Driven Learning Overview**

### **Knowledge Narrative**

The Ancient Egyptian civilisation began next to the River Nile in Egypt. The river was an important source of water in a hot, dry desert landscape. Every year, the River Nile flooded and this made the land next to the river fertile, meaning people could grow crops. The river became a highway through the land

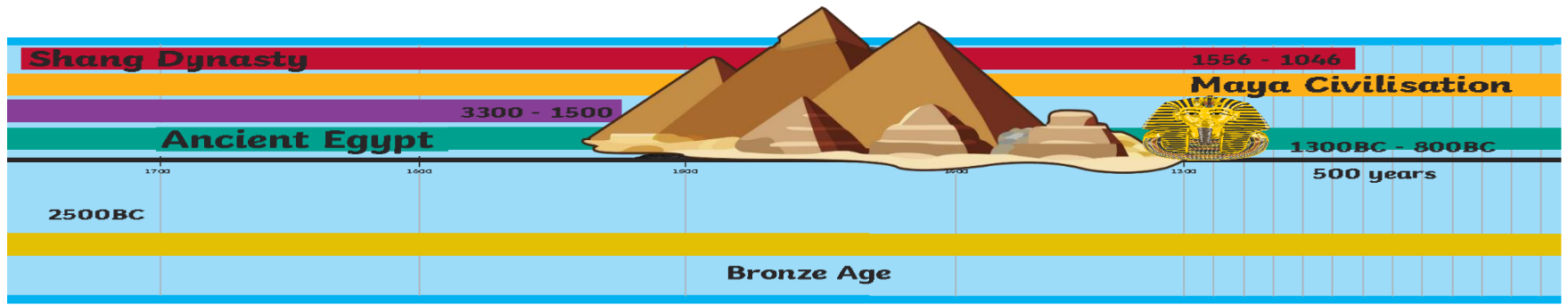
Kings and queens called pharaohs ruled the Ancient Egyptians. Tutankhamun was the most famous pharaoh of all. The ancient Egyptians believed in an afterlife. They built tombs for the pharaohs which they filled with their favourite things. They also preserved bodies of important people through mummification.

## Rose Wood Academy: Enquiry Driven Learning Overview

<b><u>Year Group:</u></b> Year 3	<b><u>Term:</u></b> Summer 1
<b><u>Title:</u></b> What was the Ancient Egyptian Civilisation?	<b><u>Key Focus:</u></b> History
<b>Project Enhancements:</b>  <b>Visit to The Dorman Museum in Middlesbrough</b> – ‘Walk like an Egyptian’ workshop  Take part in a fun packed workshop that concentrates on the Ancient Egyptian ritual of mummification Dressed in full Egyptian costume, learn about the embalming process from start to finish.	
<b><u>How can you help?</u></b>  If you wish to do additional homework with your child, you could help them to: <ul style="list-style-type: none"><li>• Create a fact file about the river Nile and compare it to other world rivers</li><li>• Find you who or what ‘Ka’ was. Design a colourful symbol that might represent ‘Ka’ in Egyptian hieroglyphics.</li><li>• Use the words ancient Egypt’ to create an acrostic poem.</li><li>• Use hieroglyphics to write a message to a friend or family member. Can they crack your Egyptian code?</li></ul>	

# Rose Wood Academy: Enquiry Driven Learning Overview

Sequencing the past



## Rose Wood Academy: Enquiry Driven Learning Overview

SUBJECT: SCIENCE			
Subject Specific Vocabulary			
Word	Definition	Declarative Knowledge	Aspect
<b>roots</b>	The root is the part of a plant that typically lies below the surface of the soil.	Plants have adapted to live in a variety of habitats e.g. the River Nile was the ideal place to grow papyrus, wheat and barley	Biology
<b>stem</b>	The stem is the plant axis that bears buds and shoots with leaves.	Pollination is the process which allows plants to reproduce and is an important stage in the life cycle of plants	
<b>nutrients</b>	Nutrients are the food the plant wants. Most of the plant's nutrients comes from the soil.	MRS NERG is used as an acronym to explain the seven characteristics of living things ( <b>M</b> ovement, <b>R</b> espiration, <b>S</b> ensitivity, <b>N</b> utrition, <b>E</b> xcretion, <b>R</b> eproduction and <b>G</b> rowth)	
<b>pollination</b>	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma.	The stem of a plant has four main functions: <ul style="list-style-type: none"> <li>• Support for leaves, flowers and fruits. The stems keep the leaves in the light and provide a place for the plant to keep its flowers and fruits.</li> <li>• Transport of fluids between the roots and the upper parts of the plant.</li> <li>• Storage of nutrients.</li> <li>• The production of new living tissue.</li> </ul>	
<b>seed dispersal</b>	Seed dispersal is the movement or transport of seeds away from the parent plant.		
<b>fertiliser</b>	Fertilisers are used to increase the rate of a plant's growth.		
<b>seed formation</b>	A <b>seed</b> is a small baby <b>plant</b> enclosed in a covering called the <b>seed</b> coat, usually with some stored food.		
<b>stigma</b>	The stigma is usually sticky and receives pollen.	Procedural Knowledge	Aspect
<b>anther</b>	The stamen has a pollen producing structure at the end, which is called the anther.	Carry out an investigation over a period of time.	Working scientifically
<b>soil</b>	The soil has water and nutrients that a plant needs to grow healthily.		
<b>Biology</b>	Learning about living things		

## Rose Wood Academy: Enquiry Driven Learning Overview

### Spiritual

Children will learn about the different gods of the Ancient Egyptians. They will reflect on their own beliefs and show understanding, and have respect, for the beliefs of others.

### Social

Children will enjoy learning about the history of different communities and the social hierarchy of the ancient Egyptians and be able to compare to their own lives/community.

### Be kind and REAP the rewards

Take pride in own work and display it at museum of artefacts.

### Moral

Children will investigate the moral and ethical issues during the Ancient Egyptian period. They will be able to discuss whether they were right in the way lower classes were treated and be able to say why.

### Cultural

Children will have a greater understanding of the history of the ancient world and how this has influenced and shaped the world, in which they live. They will explore and appreciate different faiths and celebrate diversity.

**Rose Wood Academy: Enquiry Driven Learning Overview**  
**British Values through EDC**

<b>Democracy</b>	Compare democracy in Britain today with the system in Ancient Egypt. Compare and contrast the two societies. Discuss which society they would prefer to live in.
<b>The Rule of Law</b>	Compare the laws in Britain today with the system in Ancient Egypt. Compare and contrast the two societies. Discuss which society they would prefer to live in.
<b>Individual Liberty</b>	
<b>Mutual Respect</b>	Show respect when learning about the belief system in Ancient Egypt. Compare their beliefs to the religions that they have learned about so far.
<b>Tolerance of those of different faith and beliefs</b>	

## **Rose Wood Academy: Enquiry Driven Learning Overview**