

Rest and be thankful: gratitude and respect in Ancient Egypt

Overview and rationale:

We think of Ancient Egypt and what springs to mind? Mystical gods, colossal pyramids, fearsome pharaohs, and even terrifying mummies! But look closer and there is an incredible culture of everyone playing their part, even if it seemed that the lower classes, regardless of race, were exploited (and many were!). The Five Gifts of Hathor illustrate a great respect and gratitude for life for all Ancient Egyptians but such strong beliefs meant that you didn't dare feel otherwise...ingratitude was a 'gateway sin' in Egyptian society! The Ancient Egyptian topic in Year 3 helps children to learn what a huge impact a civilisation can have on eras to come, with the Romans (Y4) and Greeks (Y6) learning a great deal from their spiritual ancestors. Pupils will learn some key physical and human geographical concepts here - about where Egypt is and when, how and why it grew from the banks of the Nile into a culture famous for its art, science, technology and religion...all things that the children will delve into in this topic. Themes of leadership and equality that were touched on in KS1 will be explored further here with Music, Dance, Art, DT and some special visitors bringing this topic to life and enabling pupils to learn important historical skills and knowledge that will be consolidated in those topics mentioned in Year 4 and 6. Class J2 are named after Archaeologist, Howard Carter and so Year 3 draw on inspiration from his incredible findings too!



Possible 'higher order' questioning	
Remember	Can you name the main river that travels through Egypt, the capital city it travels past and any other cities that grew up next to it too?
Understand	Can you summarise the process of mummification and why it was done? Can you explain how some people were exploited and oppressed in ancient Egyptian times?
Apply	You are one of the Egyptian gods. Can you create some rules that they would have set the people?
Analyse	What are the similarities between Ancient Egypt and modern Britain?
Evaluate	Do you agree with the hierarchical system of Ancient Egypt? How would you make it better and fairer? What can you say about colonies in Ancient Egypt and can you compare them to others in history?
Create	Can you write a set of rules that archaeologists need to stick to?

Possible Enrichment activities	Manchester Inflatable Museum
	Now Press Play

HISTORY		
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY
Chronology	I am starting to develop a chronologically secure knowledge of history. I can tell a story within and across different time periods.	periods of time, timeline, chronological conventions (e.g. BC, BCE & CE/AD), chronological order, story of events within and across the time periods, changes, era, decade, century, millennium
Causes and Consequences	I am beginning to identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, result/impact, identifying reasons, links, change, difference, context, similarity, difference, relationships, legacy
Continuity and change	I have started to describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods
Significance	I can identify some historically significant people and events in situations.	significant events, significant people, leaders, invasion, war, conflict, changes, legacy, impact
Historical evidence and interpretation	I am beginning to understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, bias, anachronism, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid
Similarity, difference and diversity	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, legacy
LEARNING STATEMENTS		
Using Evidence	I am starting to think critically, weigh evidence, sift arguments and develop perspective and judgement. I can describe how the past can be represented in a few different ways.	
Historical Enquiry	I can answer historically valid questions. I can use sources of information to help me answer questions about the past in sentences.	
Communication	I can present recalled or selected information in a variety of ways. I can write sentences to describe some of the main events, people and changes in the history of Britain and the wider world. I am beginning to use place value in the context of timelines.	
TIER 3 VOCABULARY		
General	achievements, process of change, landscape, settlements, diversity, societies, slave, citizen, influence, technology, climate, travel, trade, art and culture, connections, architecture, religion, worship, sacrifice, beliefs, temples, inventions, peace, power, laws, justice, medicine, education, prosperity, wealth, civilisation	
Topic Specific	pyramids, mummification, tomb, pharaoh, slavery, Nile, hieroglyphics, society, equality, slaves, colonies, sphinx, gods, papyrus, scribe, afterlife, canopic jars, Hathor, Tutankhamun, Howard Carter, viziers, nobles, priests, scribes and soldiers, farmers	

GEOGRAPHY LEARNING STATEMENTS		GEOGRAPHICAL VOCABULARY AND CONCEPTS	
Locational and place knowledge	I can locate the world's countries using maps and looking at environmental regions, key physical or human characteristics, countries, and major cities.	Human Geography	settlement, region, country, economy, trade
	I understand how some aspects have changed over time.	Physical Geography	landscape, hills and mountains, rivers, desert
	I can understand geographical similarities and differences of human and physical geography between two places.	World Map-based vocabulary	atlas/map/globe, population, capital cities, language, religion, landscape, mountains, rivers, oceans, weather and climate, equator, hemisphere, Tropics of Capricorn and Cancer
Use of basic geographical vocabulary	I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, and physical to describe places or geographical features in different ways.	Tier 3 Place and locational vocabulary	Egypt, Africa, Nile, Cairo, Sahara, Memphis, Thebes, Alexandria, Amarna, Kemet ('Black Land')
Using maps and globes	I can understand need for a key and use standard symbols.	Geographical concepts and tier 2 vocabulary	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact Environment (physical and human processes: topography, changes over time, natural resources, settlement Interconnections: significance, connections, links, interdependent, economic, trade, social, break down Cultural awareness, diversity: lives, communities, disparity, inequality, religion, similarities and differences
	I understand the purpose of maps.		
Human and physical: enquiry skills and communication	I can communicate geographical information in a variety of ways, including through maps and writing.		
	I can identify differences between places.		
	I am beginning to describe key aspects of human geography, including types of settlement and land use.		

KNOWLEDGE (substantive)

'Core'		'Additional'	
1) I know that Ancient Egypt is one of the earliest civilisations.	a) I know that the Egyptian civilisation began in 31000BC. The empire lasted until 31 BC.		
	b) I know that the Egyptian civilisation began in 31000BC when King Menes united two Egyptian Kingdoms that lasted until 30BC, when the Roman's took over by force.		
	c) I can use a timeline to show that prehistoric Britain and Ancient Egypt periods ran alongside each other at similar times.		
2) I know that the River Nile was important to Egyptian life. I know that it was key for Egypt to be interconnected with the world.	a) The River Nile is the largest river in the world. It is 6650km long. It allowed the Egyptian people to move to different places to trade.		
	b) I know that it doesn't rain often in Egypt due to its hot desert climate. The Egyptian people relied on the Nile flooding when there was a heavy rain. This caused the soil next to the Nile to be fertile. This provided food for the people and animals. They also produced the first irrigation systems.		
	c) I know Egyptian people interacted with the physical environment and the land – they built their settlements next to the River Nile because they could grow crops, fish, trade and grow papyrus reeds to make paper and boats. This was everything they needed to survive.		
3) I know that Egyptian society was structured like a pyramid with the pharaoh at the top and the farmers and slaves at the bottom.	a) I know that the pharaoh was found at the top of the social pyramid. There was only ever one pharaoh at a time and there were 170 pharaohs in total during the Egyptian times. You were often born into being a pharaoh.		
	b) I know that viziers, nobles, priests, scribes and soldiers were found in the middle of the social pyramid.		
	c) Craftsmen, farmers and slaves were found at the bottom on the pyramid. They were the lowest social class.		
4) I know that Howard Carter discovered King Tutankhamun's tomb.	a) I know that Howard Carter was an English archaeologist who discovered King Tutankhamun's tomb in the Valley of the Kings in 1922.		
	b) I know that King Tutankhamun was called the boy king. He died when he was 18 years old.		
	c) I know that we can find out about King Tut and his discovery by looking at different sources e.g. artefacts that were found in the tomb, newspaper reports from the time of the discovery etc.		
5) I know that when the pharaoh died they were mummified.	a) I know the process of mummification and can explain it.		
	b) I know that the organs from the body were placed into canopic jars.		
	c) I know that once a body was mummified, a death mask was placed on the mummy and then it was put into a special coffin called a sarcophagus which was intricately decorated.		
6) I know that pyramids were built in Ancient Egypt.	a) I know that the pyramids were built as burial places and monuments to the pharaohs.		
	b) I know that the Ancient Egyptians believed in an afterlife and that they needed to be buried with all of their possessions.		
	c) I know that the Egyptians believed and worshiped many different gods and goddesses for different elements of their everyday life.		

MUSIC

Controlling sounds through Singing

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression - Sing in unison 	<ul style="list-style-type: none"> - Sing with an awareness of being in tune and with expression - Have an awareness of pulse internally when singing/keeping in time) 	<ul style="list-style-type: none"> - Know that singing in a group can be called a choir - Know that a person who the choir or group follow is called a conductor - Know that songs can make you feel different things e.g happy, energetic or sad - Know that singing as part of an ensemble is fun, but that you must listen to each other 	<ul style="list-style-type: none"> Choir, conductor, ensemble, pulse, diaphragm

Controlling sounds by Playing (and Performing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Play musically with increasing confidence and control: Glockenspiels - Play notes on instruments clearly, including steps/leaps in pitch. 	<ul style="list-style-type: none"> - Treat instruments carefully and with respect. - Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. - Rehearse and perform their part within the context of the song. - Listen to and follow musical instructions from a leader. - Communicate the meaning of the words and clearly articulate them. - Talk about the best place to be when performing and how to stand or sit. - Record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> - Know and be able to talk about the instruments used in class - Know and be able to talk about: <ul style="list-style-type: none"> *How performing is sharing music with other people, an audience - it can be to one person or to each other. *how you need to know and have planned everything that will be performed. *How lyrics must be sung or rapped clearly and with confidence *How a performance can be a special occasion and involve an audience including of people you don't know *How a performance is planned and different for each occasion *How it involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> Names of notes being played, names of instruments being played, audience, performance, composition, appraise, polish, refine, feedback

Creating and developing musical ideas (Improvisation and Composing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - Combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> - Help create at least one simple melody using one, three or five different notes. - Plan and create a section of music that can be performed within the context of the song. -Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). - Compose and perform melodies using two or three notes. - Create/improvise repeated patterns (ostinato) with instruments. - Effectively choose, order, combine and control sounds (texture/structure). 	<ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. *Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> Names of notes being played, names of instruments being played, audience, performance, composition, pulse, rhythm, texture, dynamics, compose, beats, louder, softer Notation: rhythm, melody, pause, rest symbol,

Responding and reviewing (Appraising)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Listen with attention to detail. - Listen carefully and recognise high and low phrases. - Use musical words to describe a piece of music and compositions. - Use musical words to describe what they like and don't like about a musical piece. - Use these words to identify where music works well/needs improving. 	<ul style="list-style-type: none"> - Confidently identify and move to the pulse. - Think about what the words of a song mean. - Discuss how the song makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. - Copy Back – Listen and sing back - Take it in turns to improvise using up to 3 different notes. - Internalise the pulse in music. - Begin to use musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure. 	<ul style="list-style-type: none"> - Know 4 songs from memory and who sang them or wrote them (across the year) - Know the style of the 4 songs. - Know what a minor key is and the effects on the mood of a song - Choose one song and be able to talk about: <ul style="list-style-type: none"> *Its lyrics: what the song is about *Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the song (introduction, verse, chorus etc.) *Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> Lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, instrument families e.g. woodwind, brass, strings, sections, minor key

Listening and applying knowledge and understanding (Theory)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - Create repeated patterns with different instruments. - Improve work, explaining how it has been improved. - Recognise the work of at least one famous composer (through genres of the half term) 	<ul style="list-style-type: none"> - Play with a sound-then symbol approach. - Use silence for effect and know symbol for a rest (duration). 	<ul style="list-style-type: none"> - Know how to find and demonstrate the pulse. - Know the difference between pulse and rhythm. - Know how pulse, rhythm and pitch work together to create a song. - Know that every piece of music has a pulse/steady beat. - Describe different purposes of music in history/other cultures. 	<ul style="list-style-type: none"> Repeated patterns, composer, steady beat, lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, instrument families e.g woodwind, brass, strings, sections

Stimulus - Composers/Musicians/Artists/Styles

Tutankhamun (Sing Up)

Genre of the half term – World Music

ART AND DESIGN			
Exploring and Developing			
Exploring and developing ideas	Explore ideas for different purposes. Question and make thoughtful observations. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		
Evaluating and developing work	Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.		
Drawing Using a Variety of Materials (Recap)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
Use their sketchbooks to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	- Begin to use the side of the pencil to add shading to detail. -Begin to use shape and colour to represent reflection. -Plan, refine and alter their drawings as necessary. - Recognise the difference between hatching and cross-hatching. -Sketch lightly, know that there is no need to use a rubber to correct mistakes - Use a sketchbook to plan, collect and develop ideas. Record media explorations and experimentations as well as try out ideas.	-Know how to show basic facial expressions (happiness, sadness) in art and observe the composition and proportion of a range of people's different facial features. -Know how to use different grades of pencil to shade and to show different tones and texture. -Know that H pencils are lighter and B pencils are darker. -Know how to apply the techniques of hatching and cross hatching when drawing.	Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe
Textiles/Collage (Y4 knowledge and skills) (Recap)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
-To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and collage with a range of materials.	-Match the tool to the material -Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. -Combine skills more readily -Choose collage or textiles as a means of extending work already achieved -Cut and tear materials with some accuracy.	-Know that a sketchbook can be used to collate ideas and begin a planning process. -Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form -Know how to care for equipment and use them safely. -Know how to produce more intricate patterns and textures. -To know that materials can be layered to give different effects.	Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange, layer, opaque, translucent, transparent, cut tear, crease, score, fray, mosaic.
3d Form			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
Plan, design, make and adapt models. (clay/papier Mache/woodwork/choice for purpose)	-Plan, design and make models. -Use papier mâché to mould to the shape of the related artefact. -Join clay adequately and work independently. -Construct a simple clay base for extending and modelling other shapes. -Name the tools and materials they have used.	-Know how to join two pieces of clay using the hatching technique. -Know that a coiling method can be used to make a pot. -Know that materials need to be selected carefully based on their properties for strength and effect. -Know that a sketchbook can be used to collect ideas.	Architecture, materials, style, shape, purpose, 3D landmark replica, papiermâché, wire, wood, card, strength, effect, solid form, malleable, artefact, additional layers, painted finish, poster paint, properties, effect, texture, represent
Artist/Style/Activities			
Headdress (tissue paper, oil pastels, felt tips, sequins); Eliane Monnin: Sarcophagus using Monnin's natural colours...			

School Value	Topic relevance: How/when/where/why is it needed?
Resilience	- Archaeologists need great resilience and patience when searching for artefacts. - The workers who built the pyramids of Giza needed tremendous resilience in completing their task.
Respect	- Ancient Egyptians show great respect for their leaders and in particular for their Pharaoh and for their many gods. Did they get that respect back from their Pharaoh? - They showed great respect in death as shown by the process of mummification and through the temples of the gods and Pharaohs. - Ancient Egyptians needed to show great respect for their environment and where they settled as this helped them to survive; particularly important was the River Nile. - Did all people have respect in Ancient Egypt? How were those pyramids built? Who built them and did they get paid for their efforts? - Were men and women treated with equal respect? - Archaeologists need respect for their surroundings when excavating.
Responsibility	- The pharaoh had a great deal of responsibility in looking after his people. Did they always do that fairly with everyone's best interest at heart?
Happiness	- Was Ancient Egypt a happy place to be for everyone? Would you have been happy if you lived in Ancient Egyptian times? Why?

