

Foundation subject lesson - History

Year Group: 3

Topic: Ancient Egypt

Enquiry Question: Was Tutankhamun's curse real?

Learning objectives:		Key resources/stimuli
Describe/sequence events using chronological vocab Use a timeline to set out the order of events Suggest why certain things happen as they did Use various sources of evidence to answer questions Use various sources to piece together information Research a specific event from the past Use research skills in writing to help record historical information		PowerPoint presentation A range of non-fiction reference material and secondary sources including the internet Symbolic artefacts Photographs, maps and pictures Examples of art work, including hieroglyphics Timelines Fact cards and key vocabulary
Key vocabulary		Key knowledge
BC AD Hieroglyphics Silt Irrigation Cartouche Pharaoh River Nile Gods and Goddesses Tutankhamun Pyramids	Howard Carter Ancient Mummification Great Pyramid of Giza After-life	Ancient Egypt was a civilization of Ancient North Africa, concentrated on the lower reaches of the River Nile, situated in the place that is now the country Egypt. Ancient Egyptian history lasted for approx. 5500 years. The River Nile was essential to life in ancient Egypt. Tutankhamun was pharaoh from approx. 1333BC and 1323BC. His tomb was discovered by Howard Carter in 1922. Hieroglyphics was a system of writing that used pictures and symbols (hieroglyphs) instead of letters.

Lesson 1: Who were the Ancient Egyptians?
Use KWL grid to ascertain current knowledge and what children would like to know / learn. Explore different aspects of Ancient Egyptians and give children a 'flavour' of what they are going to be learning about this half term.

Lesson 2: What was life like in Ancient Egypt?
Children to learn how Ancient Egypt was a civilization of Ancient North Africa, concentrated on the lower reaches of the River Nile, situated in the place that is now the country Egypt. Ancient Egyptian history lasted for approx. 5500 years. The River Nile was essential to life in ancient Egypt. Complete Ancient Egypt timeline.

Lesson 6: Egyptian Gods
Children to learn about the Egyptian Gods, noting why they were worshipped and what their name and certain parts of their body represent.

Lesson 5: Write like an Egyptian
Understand more about how Egyptians used to communicate using hieroglyphics. Look at the design of each symbol and meaning behind them. Children to create their own hieroglyphic bookmark using papyrus and their knowledge of hieroglyphics to write their name.

Lesson 4: Tutankhamun
Learn about the life and death of Tutankhamun. Why was he famous? What was found inside his tomb and by who?

Lesson 3: Mummies
Look more closely at the process of mummification, follow the steps to 'mummify' their own tinfoil body. Children to understand why the Egyptians carried out this process, what did they believe they were preserving the body for?

Year 3

	Chronological Understanding	Knowledge and interpretation	Historical enquiry
Expected	<p>Can they describe events and periods using the words: BC, AD and decade?</p> <ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <ul style="list-style-type: none"> • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? 	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <ul style="list-style-type: none"> • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?
Exceeding	<p>Can they set out on a timeline, within a given period, what special events took place?</p> <ul style="list-style-type: none"> • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<p>Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <ul style="list-style-type: none"> • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 	<p>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <ul style="list-style-type: none"> • Can they use specific search engines on the Internet to help them find information more rapidly?