

Key Questions:

What has archaeology taught us about Ancient Egypt?
What is a civilisation and how do we know that the Ancient Egyptian civilisation was a significant one in History?
What were the greatest achievements of Ancient Egypt?
How can we use historical sources to gain a more accurate understanding of history?
How was Ancient Egypt governed?
Where is Europe located on a map?
What are the key characteristics of Europe?
Where is Austria in Europe?
How is Austria similar/ different to London?
How do the geographical features of Austria benefit the local people?
Can you compare a town in Austria to a town in the UK?

Related Texts

Meet the Ancient Egyptians by James Davies
Egypt Magnified by David Long and Harry Bloom
A Kid's life in Ancient Egypt by Chae Strathie and Cinderella of the Nile by Beverley Naidoo
Flat Stanley: The Great Egyptian Grave Robbery by Sara Penny Packer
The story of Tutanhamun by Patricia Cleveland
1,000 facts about Ancient Egypt by Honovich Nancy
Ancient Egypt by Nelson Louise
Awesome Egyptians by Deary Terry

Useful websites:

www.ancientegypt.co.uk/menu.html
www.childrensuniversities.manchester.ac.uk/interactives/history/egypt
www.bbc.co.uk/education/topics/zg87xnb
www.ancientegyptonline.co.uk/index.html
www.neok12.com/Ancient-Egypty.htm
www.eyewitnesshistory.com/tut.htm
<https://www.natgeokids.com/uk/primary-resource/ancient-egypt-facts-primary-resource/>



Year 3 Summer Term

History: Ancient Egypt

HISTORY SKILLS

CHRONOLOGICAL UNDERSTANDING

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Realise the past can be divided into different periods.
Recognise some of the similarities and differences of past societies and people.
Use related dates and vocabulary

KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Show knowledge and understanding of some of the main events, people and changes studied.
Begin to give some reasons for and results of the main events and changes.
Understand that different people in the past had different viewpoints.

HISTORICAL INTERPRETATION

Identify some of the different ways in which the past is represented

HISTORICAL ENQUIRY

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.
Use sources of information in ways that go beyond simple observations to answer questions about the past.

ORGANISATION AND COMMUNICATION

Present recalled or selected information in a variety of ways using specialist terms

GEOGRAPHY

GEOGRAPHICAL SKILLS AND FIELDWORK

Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Use atlas maps and the globe.

LOCATIONAL KNOWLEDGE

Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

PLACE KNOWLEDGE

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country
Describe a range of physical and human features of different places.

Make simple comparisons between individual features of different places.

HUMAN AND PHYSICAL GEOGRAPHY

Describe patterns in our local landscape.

Why are places like that and how do they change?

Identify changes in the environment.

SCIENCE

LIGHT and SHADOWS

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Plants

To identify and describe the functions of flowering plants: roots, stem/trunk, leaves and flowers.

To explore the requirements of plants for life and growth and how they vary from plant to plant.

To investigate the way in which water is transported within plants.

To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

ART

Produce creative work, exploring ideas and recording experiences. Egyptian Artefacts
Ceramics- 3D sculptural moulding

Urban and Rural Landscape project in Art lessons

DESIGN & TECHNOLOGY

Innovation - Design and prototype task. Using renewable energy for future travel and explorers

Food and nutrition - staple food.

COMPUTING: Programming-Events and Action

CPSHE & RHE: Relationships

Religious Education:

Who should inspire us?

What do religions teach about the natural world and why should we care about it?

Physical Education: Athletics, Striking and Fielding

MUSIC: Playing musical instruments with increasing accuracy, fluency, control and expression
Play and perform in solo and ensemble contexts

LANGUAGES: Colours, adjective agreements