

In Year 3 we are growing the characteristic of...

RESPONSIBILITY

through the learning journey

WALK LIKE AN EGYPTIAN

16TH October until 8th December



Rationale:

This experience has been designed to stretch our learners from the local history they studied in year 2's pirate topic to the achievements of one of the earliest civilizations. History of the world teaches us what is distinctive about a particular land and its people. It gives attention to the histories of nations, civilizations, and other groups and the differences among them. During this learning journey, we will develop research skills and to give the children knowledge and understanding of another civilisation. Our children will gain first-hand knowledge of what it is like to be an archaeologist and a budding historian. Our children will learn about the important questions archaeologists and historians ask and in turn, this will help the children to analyse the quality of information and how this can be used to support hypothesis about past events. Learning that not all historic data is accurate and some research can be biased. As they become our 'experts' of Ancient Egypt, they will have a responsibility to share their learning with the community enabling others to be informed of the recent discoveries in the Valley of Kings.

| Respect | Independence | Creativity | |
|--|---|---|--|
| <p>Pride</p> <p>I am responsible for taking pride in creating and authentic exhibition and having a secure understanding of Ancient Egyptian life.</p> <p>We will:</p> <p>Become archaeologist to value and appreciate the importance and wonder of historical artefacts</p> <p>Experience first-hand the awe and wonder of making new and exciting discoveries.</p> | <p>Responsibility</p> <p>I am responsible for making informed decisions about the reliability of historical sources I use.</p> <p>We will:</p> <p>Guide the children to analyse a variety of historical sources.</p> <p>We will debate and justify what we believe to be reliable evidence.</p> | <p>Imagination and purpose</p> <p>I am responsible for using curiosity to ask questions and generate alternative suggestions to develop an understanding of Ancient Egyptian life.</p> <p>We will:</p> <p>Offer the learners opportunities to consider and discuss their ideas.</p> <p>Encourage children to ask relevant and thoughtful questions to deepen their understanding.</p> | <p>Design Technology</p> <p>History</p> <p>English</p> |



Hook:

We will recreate the scene of when Howard Carter discovered the missing tomb of King Tut and use drama and props to help the learners get a feel for what it would have been like to live in those times and find such incredible treasures. By immersing our learners in role play, we will expose learners to the language they will need for this learning journey. We will also explore the ancient tradition of mummification. Over many centuries, the ancient Egyptians developed a method of preserving bodies so they would remain lifelike. The process included embalming bodies and wrapping them in strips of linen which we will re-enact!

Challenge:

Following the recent discovery, the children will be challenged to find out about ancient Egyptian life. Due to increased demand at the museum, we have been requested to help them share their knowledge with members of the public by putting on our very own Egyptian Exhibition in in Broadstone's very own pop-up museum.

Outcome:

All artefacts and information on display during the exhibition will have been researched, designed and created by the children who will then become tour guides to our museum. The guided tour will be informative and allow opportunity for children to hypothesise who the artefact may have belonged to or what it tells us about that person. Learners will need to organise time slots for their tours and manage the tours effectively. We will be inviting our parents to receive a guided tour of the museum from Tuesday 5th - Friday 9th December. More information will follow.

Learning through role play:

Learners will become historians responsible for identifying, analysing and classifying ancient Egyptian artefacts in our museum's holding room. Children will need to attempt to decode samples of hieroglyphics and using books and the internet, investigate a range of sources of evidence and artefacts.

Community Impact:

The children will share their new-found knowledge and learning about the fascinating Ancient Egyptians with their parents and families. Through an interactive exhibition to display their learning.

Computing:

In Year 3 learners recognise the need to organise information in different ways. They will be taught to understand that data can be collected to answer questions. He children will recognise that they can use ICT to develop, organise and share their ideas. Learners will also recognise that their work can be created and shared online, or on a local device and they will develop responsibility to stay safe online.

Expert Input:

Our journey starts with the Exhibition which has a wealth of information on various aspects of Ancient Egypt including the Rosetta Stone and Mummification; the historical & political background to the life of Tutankhamun; and the search for, and discovery of, his tomb. Next is a unique recreation of Tutankhamun's mummy. The body has been replicated using special techniques to exactly re-create the original, which now lies out of sight in the sarcophagus in Tutankhamun's tomb in the Valley of the Kings. We will also be visited by a real archaeologist to teach us the skills needed for our role play as we go on our dig!

How you can help at home:

Please visit;

www.ancientegypt.co.uk
<http://www.bbc.co.uk/education/topics/zg87xn/b/resources/1>

- Daily reading please.
- Frequent spelling practice.
- Frequent times tables practice of 4's, 8's please.

Take Away Task:

Due by Monday 27th November 2017



Design and Technology Focus

We would love to see a range of artefacts to add to our museum. There are some great examples on pinterest.

Planning for Mastery in Maths:

- Add and subtract numbers mentally, including three-digit numbers.
- Use columnar addition and subtraction with three-digit numbers.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

When applying this learning in context we will use subtraction to calculate the difference of years to date artefacts. We will use place value time lines to estimate dates of artefacts chronologically. We will use code breaking skills to combine numbers and hieroglyphics as pictorial representations and pictograms for data collection.

Work out the missing digits

a) Explain the mistake Joey has made

$$\begin{array}{r} 5 \text{ } ^1 3 \\ - 2 \text{ } 1 \text{ } 8 \\ \hline 3 \text{ } 1 \text{ } 5 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 2 \text{ } 3 \text{ } 1 \end{array}$$

b)

$$\begin{array}{r} 5 \text{ } ^1 3 \\ - 2 \text{ } 1 \text{ } 8 \\ \hline 3 \text{ } 1 \text{ } 5 \end{array}$$

$$\begin{array}{r} + 6 \text{ } 3 \\ \hline \end{array}$$

Use column addition to work out:

c)

$$\begin{array}{r} \text{ } ^9 \text{ } \\ - 2 \text{ } \text{ } 8 \\ \hline 2 \text{ } 4 \text{ } 6 \end{array}$$

| |
|-----|
| 526 |
| 78 |

| |
|-----|
| 69 |
| 332 |

Planning for Mastery in English:

Transcription

- Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- Use the first two letters of a word to check its spelling in a dictionary.

Composition

- Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Vocabulary

- Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.
- Develop their understanding of the concepts set out in English Appendix

2 by using conjunctions, adverbs and prepositions to express time and cause.

Discrete Teaching Programmes (DTP's):

PSHE – staying safe.

PE – AFC Bournemouth will continue to support our delivery of high quality football. Indoor PE will develop flexibility, strength, technique, control and balance.

Science – light.

Steps to Success:

- Locate Egypt on a map
- Know the timeline of the Ancient Egyptians
- Develop understanding of the mummification process through role play
- Visit the Tutankhamun Exhibition in Dorchester
- Identify aspects of Egyptian life and society
- Recognise the importance of the Nile
- Identify sources of evidence – archaeological and historical and use these to generate questions and form hypothesis
- Understand the role of Pharaohs and Gods in Egyptian life.
- Learn about the significance of the Pyramids, tombs and the afterlife
- Write a newspaper report about the discovery of Tutankhamun's tomb
- Design and create a range of Egyptian Artefacts (independently and collaboratively)
- Set up and be responsible for all aspects of an Ancient Egyptian exhibit

Evaluating Success:

We will ask for visitor feedback from our exhibition marking against a predetermined success criteria.

Speaking & Listening - as our 'experts' children will not only be required to share ideas cohesively when acting as tour guides, they will also be expected to add to the experience of the museum visitor by posing key questions to ponder or challenge.