



RATIONALE:

- The aim of learning about the Egyptians is to enable our learners to understand how we find out about the past. They will learn the value of sources of evidence and what we can determine from historical evidence and artefacts.
- In year 2, our learners studied a historical period in their locality. Now they have discovered history through a concrete example, we will be teaching them to use these skills to enable them to consider a more abstract period of history through the Ancient Civilisation of the Egyptians.
- Learners will build on their work of sources of evidence in their Fire Fire topic in year 2 to help them to understand and apply their knowledge of historical sources and how they inform us about how civilisations lived. They will recognise the significance of Howard Carter's discovery. This will support their learning in year 4 on World War two and propaganda devices.
- In response to the challenge, the learners will use design and technology skills to design games based on Ancient Egypt. They will extend their knowledge of shaping and joining from their work in year 2 to using a greater range of tools and joining techniques.
- Learners will apply their knowledge of understanding their customer in this topic and learn about the importance of functionality and also consider the need to engage their audience to help raise the profile of the museum in Dorchester – quite a community impact!

English

Design and Technology

History

We VALUE creativity

JUDGING VALUE

Our learners will be able to explain the purpose of creating the board game and articulate the progress throughout in line with their steps to success. When evaluating the final game, they will be supported to make accurate evaluations against purpose.

We VALUE Respect

SELF AWARENESS AND SELF MOTIVATION

As the children create the board game, they will develop the understanding of how they can be successful in inspiring others to learn about this time period whilst recognising their limitations in designing and making a game for others.

We VALUE Independence

RESOURCEFULNESS

The learners will need to time manage the completion of the board game to ensure that their high quality game is completed in the time frame. As a group they will need to plan the game effectively, and prioritise the relevant learning in order to achieve successfully.

CHALLENGE: 'Inspire a generation'- the children will be challenged to explore what the discovery made by Howard Carter tells us about the Ancient Egyptian past. They'll need to use this information to inform their peers and engage them of this ancient civilisation in an interactive, creative way.

OUTCOME: Year 3 will design and create board games that engage and excite learners at BFS to learn and find out about the Ancient Egyptian part of history!

STEPS TO SUCCESS:

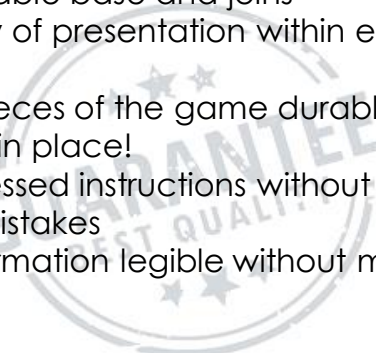
- Set the challenge- request to inspire young learners in an interactive, creative way
- Explore features of 'Non Fiction' texts by researching Howard Carter and his discovery
- Identify the Ancient Egyptian period of time and identify the key dates on a timeline
- Locate Egypt on a map
- Write a diary entry about the discovery of Tutankhamun's tomb
- Explore the significance of what was found in the tomb and what that has told us about this time in history; Afterlife, Tomb structure, Pharaohs & Hieroglyphics
- Plan and write a newspaper report on the discovery of the tomb by Howard Carter
- Develop an understanding of the mummification process through role play
- Identify aspects of Egyptian life and society & Understand the role of Pharaohs and Gods in Egyptian life
- Explore and evaluate existing games played by children
- Work as a team to decide on what will be included in the final design of their game
- Plan and create an annotated sketch of the game in line with the given design criteria
- Make prototypes of the game by experimenting with materials and equipment
- Select tools and equipment to create the final game
- Write a set of instructions to go with the game on how it should be played
- Type up their set of instructions and be able to open, save and print their instructions
- Share the games with other learners at BFS
- Receive feedback from our BFS learners
- Evaluate success
- GPS (Grammar, Punctuation and Spelling) throughout learning journey: learn how to use dictionaries, extend sentences using conjunctions, proof read for spelling and punctuation, Year 3 & 4 Common Exception words

EVALUATION:

- What went well?
- How effectively did we meet the challenge of inspiring curiosity to learn about the Ancient Egyptians?
- Which learning activities helped to achieve the aim the best?
- Which were less successful?
- What changes could be implemented for next year?
- We will receive feedback from learners at BFS.

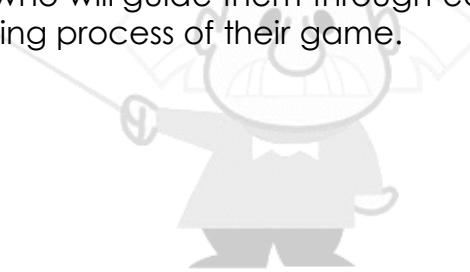
VISION FOR QUALITY:

- Accurate information about the historical period
- Robust, durable base and joins
- Consistency of presentation within each group's game
- Relevant pieces of the game durable and robust
- Pieces stay in place!
- Word processed instructions without spelling and grammar mistakes
- Written information legible without mistakes

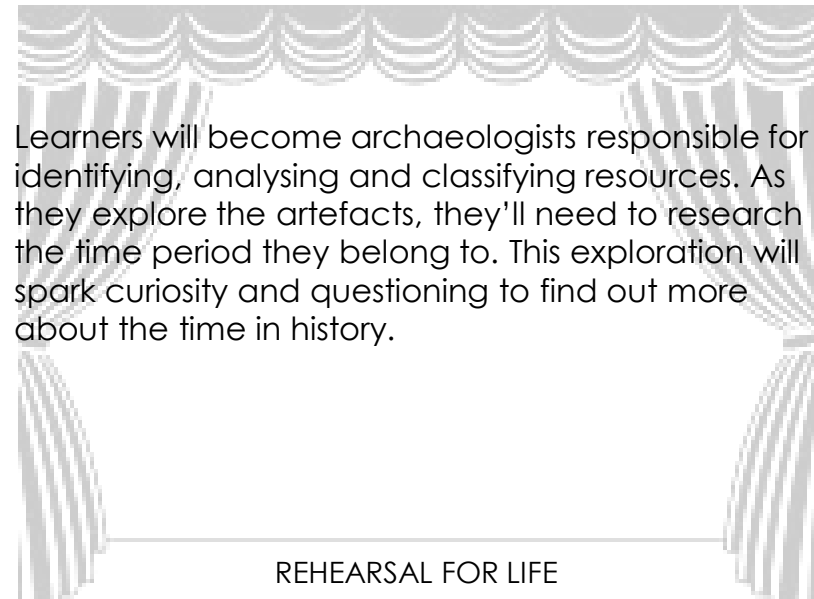
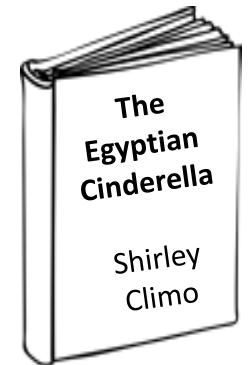
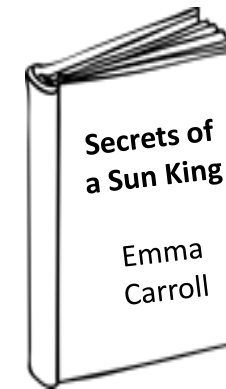


EXPERT CONSULTATION:

During the topic, the children will get the opportunity to select and use a variety of tools in a design and technology room at Broadstone Middle School. These sessions will be led by technology experts who will guide them through each step of the making process of their game.



QUALITY TEXTS:



Learners will become archaeologists responsible for identifying, analysing and classifying resources. As they explore the artefacts, they'll need to research the time period they belong to. This exploration will spark curiosity and questioning to find out more about the time in history.

REHEARSAL FOR LIFE

COMMUNITY IMPACT:

The children will have the responsibility of inspiring young learners in our BFS community to appreciate the impact of the Ancient Egyptians on our lives today and the significance of what archaeologists have found out through different excavations.



LEARNING BEYOND SCHOOL:



These are optional ways that you can support your child's learning alongside what will be teaching in school...

Visit the Tutankhamun museum in Dorchester which brings to life the Tomb of Tutankhamun and the excitement of Howard Carter's discovery.

Research existing games that help to educate and/or inspire, with a target market of children. Consider what works well about the product and its functionality.

DISCRETE LEARNING:

Maths: Place Value, Counting in multiples of 50 and 100, Read and write numbers up to 1000, Adding and Subtracting three digit numbers, Solve number problems using addition and subtraction, Timetables 3, 4, 8.

PSHE: Exploration of how we can be respectful of the environment through choices we make.

RE: Christianity- What does it mean to be a good Samaritan? Explore the parable that Jesus told about how we can help others.

PE: Hockey- *play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*

OBJECTIVES

The National Curriculum 2014 objectives can be found on our website <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/BroadstoneMiddleSchool/MainFolder/first-school/Curriculum/KS1-OVERVIEW-OF-OBJECTIVES-YEAR-2.pdf>

COMPUTING: Select, use and combine a variety of software to accomplish a given goal. Use Word to record the game instructions: practise being able to open, save and print.