

Walk Like an Egyptian Topic Overview

eed to have a 'Walk like an Egyptian' cover sheet in books to start the unit.

ber	Learning Intention	Lesson Plan	Resources
WWTk?	I can identify what I already know and what I want to find out about Ancient Egypt.	<p>Read through Howard Carter's email to year 3 and discuss with children.</p> <p>Give out hieroglyph key and It children work in pairs to decipher the message.</p> <p>Once children have deciphered the message lead them through into the hall where the sacrifice will be taking place.</p> <p>After the sacrifice take the children back to the classroom and discuss what they have just seen.</p> <p>Hand out poster templates and give children time to complete a poster identifying what they already know and what they would like to find out.</p>	<ul style="list-style-type: none"> ● Flipchart ● Poster Template ● Core Resource
Lesson	I can carry out research about ancient Egypt through carousel activities.	Using the resources provided have a table of researchers, a table of internet researchers, a table of hieroglyphic crackers/writers, a table of mummy experts and a group to work with class teacher looking at the geographic location of Egypt on a globe. Children to be split into small groups completing	Box of Egyptian artefacts Tickets to Egypt.

		each activity on a carousel. After completing each activity they can tick it off on their ticket which will in turn go in their books.	
Research/Instruction writing.	I can research the mummification process and write a set instructions on how to do it.	<p>Use the stimulus photo to open up class discussion. Discuss what the children already know, and where they may have seen mummies before (cartoons/comics/books etc.)</p> <p>Work through information on flipchart about mummification, questioning the children as you go.</p> <p>Children to then complete a comic strip showing the stages of mummification.</p> <p>Class teacher will then show the children a set of simple instructions on how to mummify a fish. Children will then be expected to up level the instructions, showing their knowledge of instruction writing.</p>	<ul style="list-style-type: none"> ● Flipchart ● Bordered Paper ● Comic strip tem
ing a fish.	I can follow my instructions to carry out a mummification.	<p>Tables and mummification equipment to be set up outside during break/lunch. Team teach between the four classes.</p> <p>Children to follow their instructions and carry out the</p>	<ul style="list-style-type: none"> ● Fish ● Cat litter ● Scissors ● Bandages

		mummification of their fish in pairs or groups of 3. Take pictures to evidence in the books.	
Torch.	<p>I can explain why a circuit needs a power source.</p> <p>I can identify symbols and create a given circuit.</p> <p>I can use and interpret circuit symbols.</p> <p>I can investigate which materials are conductors and which materials are insulators.</p>	<p>Explain to the class that Howard Carter needs our help again, He needs us to make something that will help him to look through the dark tombs for important archeological finds.</p> <p>Make a mindmap of the different things we could use to make light for HC; matches, fire, lighter, torch, candles etc..</p> <p>Discuss how we could make a torch in the classroom, what will we need etc..</p> <p>Show class the symbols used to draw a circuit and ask them to match them to their meanings in pairs.</p> <p>Explain to children that a circuit needs to be complete to light a bulb. Show the children 4 circuit diagrams and get them to choose which they believe will work correctly and light the bulb, can they explain why?</p> <p>Children will then draw and label their own circuit diagram and follow it to create a circuit with a working bulb. They will then use tape to attach the circuit to a sheet of card and roll into a cube</p>	<ul style="list-style-type: none"> ● Circuit equipment ● Flipchart ● Cardboard tube ● Sellotape

		<p>to create a 'torch'.</p> <p>As a plenary, discuss with the class that a material that allows electricity to move through is called a conductor and a material that does not is called an insulator. In front of the class insert different materials in the circuit and let the children predict whether they are insulators or conductors.</p>	
<p>designing/making. Egyptians look like?</p>	<p>I can generate, develop and communicate ideas through discussion and annotated sketches.</p> <p>I can create a piece of egyptian jewellery using a range of materials.</p>	<p>Have pictures of Egyptian jewellery printed or on flipchart to generate discussion. Discuss with the children who wore jewellery in Ancient Egypt and why. What materials were use? What patterns and shapes can we see?</p> <p>Children to design a wide collar necklace using an annotated sketch in their topic books. (The piece was generally made of rows of beads with rows of pattern.)</p>	<ul style="list-style-type: none"> ● Flipchart ● Pictures of egypt jewellery. ● Paper Plates ● Pasta ● Paint. (Bronze a and a range of c pasta (gems an ● Design Sheet ●



Children to make wide collar necklace.

e of the Nile.

I can recognise the importance of the Nile.

Children to be in groups. Explain to the children that they need to imagine **they have no modern day amenities** (have these on the flipchart- e.g. car, tesco, houses, etc) and imagine they are stranded with just a river. How could it help you survive? In groups discuss all the ways it could help you.

Have a class discussion and see what each group has come up with- who has thought of the most ways to survive?

Discuss the Nile with the children and explain that it was so important to the Ancient Egyptians.

- Flipchart
- Blue Material
- A3 Paper

		http://www.historyforkids.net/river-nile.html Children (in pairs or threes) to design board game based around the Nile and its importance.	
	I can begin to have an understanding of how and why pyramids were built.		
iefs	I can understand the religious beliefs of people in Ancient Egypt.	Discuss with children their knowledge of gods and ask questions to prompt class discussion. 'What gods do you know of?' 'Does everybody worship the same gods?' etc.. Work through pages on the flipchart, showing pictures of the different egyptian gods and discussing what they look like and why they were worshiped. Ask a child to come to the front of the class and hand them a fact card with a god on it. That child will then give clues as to what god they are to the rest of the class for the children to guess. The child that guesses correctly will then come to the front to give the clues for the next god. Discuss as a class the	<ul style="list-style-type: none"> ● Flipchart ● Powerpoint ● Bordered Paper ● Gods fact cards

		<p>importance of each different god and whether the children believe there to be a hierarchy. Allow the children time to discuss this in pairs or small groups and then have those groups come to the front and organise pictures of the gods in order of their importance. Children will need to explain their choices to the class as they do so.</p> <p>Using the bordered paper the children will then draw a picture of a chosen god and write a few facts about their god underneath. The drawings should be in detail and in colour and can be copied from a page on the flipchart.</p>	
ion Presentation	I can present my findings about Ancient Egypt.	<p>Children will be given to time to present what they have learnt over the course of the topic through a medium of their choosing.</p> <ul style="list-style-type: none"> ● Powerpoint ● Leaflet ● Factfile ● Poster ● Book 	

nce- Shadow Experiment
Pictures/ Black Silhouette