

<u>Year Group: 3</u>		<u>Topic: History:</u> <u>The Ancient Egyptians: How</u> <u>did they think differently about</u> <u>life and death?</u>	<u>Term: Autumn 1</u>	<u>Main Focus:</u> <u>History/Geography</u>
<u>Rationale For Topic-</u> It is important that the children are aware of who came before them. The children need to broaden their understanding of artefacts and how we can learn a lot about history using the equipment Ancient Egyptians used.				
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>	
1	LO: To sequence events using a timeline. (History - timeline of events) (History/Maths - nearest decade)	- I can use decades to determine time of events - I understand the importance of chronological order - I can use the terms BC and AD.	Before the children develop their understanding of the different areas of Egyptian history, they need to understand what happened throughout the period of 'ancient egypt'.	
2	LO: To use an atlas and a globe to locate the country of Egypt (Geography - Can they find the same place on a globe and in an atlas?)	- I can use an index to locate the correct page. - I can begin to use coordinates. - I know how to locate countries on an atlas.	As part of the Year 3 skills, children need to be able to locate different places on an atlas. The children will also be able to use this knowledge to see how different invasions could have happened.	
3	LO: To identify the importance of archaeologists when understanding how people lived. (History - Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people	- I can define the job of an archaeologist - I can research different ancient egyptian artefacts - I understand artefacts inform us of the past.	One key history skill is to understand that not only do artefacts tell us about the past but we can learn about how other people lived too. This will enable the children to reflect on some of the items they own too.	

	lived in the past?		
4	LO: To explore what Ancient Egyptians thought about life and death.	- I can explore what happened to the pharaohs. - I can explore the mummification process - I can explore the gods that are essential in the mummification process.	Delve into major Egyptian gods, the concept of the afterlife, and religious practices including mummification. Detailed names and roles of key gods like Ra, Isis, and Osiris; understanding Egyptian rituals and why the afterlife was central to their culture.
5	LO: To create a fact-file about Ancient Egyptian Gods. (History/Writing - communicate knowledge and understanding in writing)	- I can read information - I know how I want to organise my paragraphs - I understand that headings and sub-headings organise my work.	For the children they will be able to use information and paraphrase it to just use the most significant parts. The children will be practicing the English skills that they have been developing within writing lessons too.
6	LO: To learn about the significance of the River Nile	- I can create and argument - I can back up my points using evidence. - I know the reasons why the Ancient Egyptians settled along the river.	Investigation of the Nile's role in the development of Egyptian civilisation, including its ecological impact. Children will then know the importance of the Nile for transportation, irrigation, and as a cultural and spiritual symbol; understanding its seasonal flooding and impact on agriculture.