

Creative curriculum Planning

Please delete text, change pictures, move boxes etc as necessary to tailor this to your needs.

Year 3 Cophthorne Curriculum (Spring 1st term)

Tomb Raiders



As **Historians** we will be making investigate and interpret the past using inferences from secondary resources to help develop our understanding of the Ancient Egyptian civilisation and their hierarchy. We will develop our understanding of chronology and how change occurs over time. We will then communicate historically our new found knowledge.

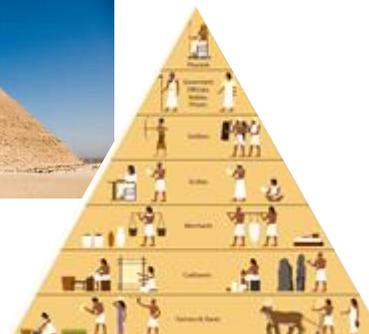
Learning

As **mathematicians** we will consider Ancient Egyptian and present day Egypt buildings and their shapes. We will create nets to demonstrate these shapes and consider why the shapes have been used. We will also use place value for chronology.

As **Geographers** we will locate Egypt, learn about the importance of the River Nile to Ancient Egyptian farmers and identify the physical and human features of the Nile's surroundings.

We will use cameras in **ICT** to research aspects of life in Ancient Egypt.

In **PSCHE** we will investigate different relationships and the Ancient Egyptian hierarchy to them empathise with different members.



Possibilities	Independent learning	Fresh experiences	Social, Moral, Cultural, Spiritual and Emotional Development
To know about the country and visit it in the future. If you are interested you could become a historian, Egyptologist or an archaeologist.	Research and share new information about Ancient Egypt.	Visit to watch the mummification process.	Discuss the Ancient Egyptian social hierarchy. Was it right? Compare it to our social hierarchy. What has changed? Has it changed for the better?

Copthorne Primary School Creative Curriculum

Medium Term Planning Overview

Theme: Tomb Raiders

Timescale: 7 weeks

Week	Content / Activities
1	<p>Geography: LO: To investigate places using maps, atlases, globes and digital/computer mapping to locate countries and describe features. Where is Egypt? Using atlases and maps to locate Ancient Egypt, surrounding countries and seas and landmarks within.</p> <p>LO: To identify patterns by locating the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.</p> <p>Children use their understanding of the equator and the position of Egypt to predict what the climate will be like. Compare to England. Children justify their ideas.</p>
2	<p>History: LO: To investigate and interpret the past using evidence to ask questions and find answers to questions about the past. Interpreting the past using Evidence Using inference skills when looking at pictures of Ancient Egyptian artefacts the children ask and answer questions to interpret life in the Ancient Egyptian times.</p>

	<p>LO: To understand chronology by placing events and historical figures on a time line using dates.</p> <p>Link to place value with Maths. Discuss and further develop concept of ancient and new. Develop understanding of change over time. How has Egypt changed? Why do you think it had changed?</p>
3	<p>History: To build an overview of our world history by describing the role of a Pharaoh in Ancient Egyptian times.</p> <p>Pharaoh's – Who were they? What was their role? Why?</p> <p>To build an overview of our world history by describing the social diversity of the Ancient Egyptians.</p> <p>Social Hierarchy Exploring the social hierarchy and their roles and comparing them to our current hierarchy. Links with British Values.</p>
4	<p>LO: To investigate and interpret the past using evidence to ask and answer questions. Why is the Nile so important? Research the River Nile and its importance.</p> <p>LO: To communicate historically about the importance of the River Nile. Children explore what would have happened if the Nile didn't run through the centre of Egypt and if it didn't flood. Link this to farming.</p>
5	<p>LO: To investigate and interpret the past by asking and answering questions about the Ancient Egyptian pyramids.</p> <p>Learn about the importance of the pyramids, why they are an Ancient Wonder of the World and why they were built. Then the children will use this to then explore the question 'What if the Ancient Egyptian Pyramids had never been built?'</p> <p>LO: To understand properties of shapes by creating nets and models of 3D shapes.</p> <p>Link to Maths and buildings and different 3D shapes. Why do you think that the pyramids were built in this shape? Children create 3D nets.</p>
6	<p>LO: To communicate historically and decode hieroglyphics. How to write like an Egyptian. Explore and learn about the method in which the Ancient Egyptians communicated, what they communicated and who could communicate. Children then create and decode hieroglyphics.</p> <p>LO: To build an overview of our world's history by describing the Ancient Egyptian's religious views. Learn about the Ancient Egyptian's religious views and gods.</p>
7	<p>** Trip to Cliffe Castle for the mummification workshop.</p> <p>LO: To communicate historically about the mummification process.</p>

	<p>Mummification process</p>
--	------------------------------

Trip to cliff castle to learn about the mummification process and learn about how and why the Ancient Egyptians did this burial ritual.