

## History

1	Children will explore the difference between AD and BC, and place key dates relating to ancient Egypt on a timeline.
2	Introducing the ancient Egyptians, placing key events on a timeline, and learning the difference between AD and BC.
3	Investigate the social structure of ancient Egyptian societies.
4	Investigate the role, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs.
5	Find out about the ancient Egyptian deities and explore their appearances and roles.
6	Discover what the pyramids were built for and explore what tomb paintings can tell us about life in ancient Egypt.
7	Investigate the greatest inventions and achievements of the ancient Egyptians.

• KS2 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

## Computing

1	Create a multimedia presentation about Egypt.
2	Investigate search engines and how to use search terms efficiently.
3	Create a database to include facts about ancient Egypt.

• KS2 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  
 • KS2 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## Ancient Egyptians

### A KS2 cross-curricular topic for Year 3/4

## DT

1	Design, make and evaluate a shaduf after investigating how they work.
2	Discover what foods the ancient Egyptians would have eaten and follow a recipe to make Egyptian bread.

• KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
 • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  
 • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  
 • KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  
 • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
 • KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
 • KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

## PE

1	Study the body shapes portrayed in Egyptian paintings and use these to choreograph an Egyptian pharaonic dance.
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• KS2 - develop flexibility, strength, technique, control and balance  
 • KS2 - perform dances using a range of movement patterns

## Geography

1	Find Egypt on a map and identify the continent Egypt is part of, as well as the seas which are next to it.
2	Discover the geographical features of Egypt including its climate and population.
3	Investigate what Egypt would be like as a holiday destination.
4	Investigate geographical features of the River Nile including statistics and uses of the river.

• KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  
 • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  
 • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  
 • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## Art

1	Create a picture using papyrus in the style of Egyptian art.
2	Use modelling clay to make a cartouche including hieroglyphics.
3	Create and decorate a necklace based on examples of Egyptian jewellery.

• KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials  
 • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials  
 • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials

# Ancient Egyptians

## Teacher's Topic Planner

Maths

English

Science

History  
6 Lessons

PlanBee 

Geography  
4 Lessons

PlanBee 

RE

Computing  
3 Lessons

PlanBee 

Art  
3 Lessons

PlanBee 

DT  
2 Lessons

PlanBee 

PE  
1 Lesson

PlanBee 

Music

# Ancient Egyptians : Cross-Curricular Topic : Year 3/4

Teacher's notes:

**Computing**

Blank area for notes under Computing.

**Geography**

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**Art**

Blank area for notes under Art.

**DT**

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**History**



**PE**



# Ancient Egyptians : Cross-Curricular Topic : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To place key events from the ancient Egyptian period on a timeline.	Children will consider what they already know about ancient Egypt, then locate Egypt on a map. They will identify the difference between AD and BC, and place key events from the ancient Egyptian civilisation on a timeline, as well as putting the ancient Egyptian civilisation in historical context with other familiar historical eras.	<ul style="list-style-type: none"> <li>• Can children identify the difference between AD and BC dates?</li> <li>• Are children able to name a key event in Ancient Egyptian history?</li> <li>• Can children correctly order BC dates?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Timeline Sheet 1A</li> <li>• Timeline Cards 1A/1B/1C</li> <li>• Squared paper (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out how society in ancient Egypt was organised.	Children will learn about the different levels within ancient Egyptian society and discover the roles of each person. The children are then challenged to recall the information by defining the societal roles and organising them in order of importance.	<ul style="list-style-type: none"> <li>• Do children know that different groups of people had different rights and roles in ancient Egyptians society?</li> <li>• Can children describe who had most and least power in ancient Egyptian society?</li> <li>• Can children identify and describe the different groups of society in ancient Egypt?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 1A/1B/1C</li> <li>• Information Sheet</li> <li>• Character Charades cards</li> </ul>
<b>Lesson 3</b>	To find out who the pharaohs were and why they were important.	Children investigate the role of the Egyptian pharaoh in more detail and discover the lives of famous pharaohs and their successes and failures. The children have the opportunity to research and write about a famous pharaoh.	<ul style="list-style-type: none"> <li>• Can children explain what a pharaoh is?</li> <li>• Can children describe what the life of a pharaoh was like?</li> <li>• Can children identify some of the most famous ancient Egyptian pharaohs and explain why they are remembered?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 2A/2B/2C</li> <li>• Information Sheet</li> <li>• Worksheet 2D (FSD? activity only)</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about ancient Egyptian gods and goddesses.	Children explore the belief system of the ancient Egyptians, investigating the many different deities and what each one represented. The children must use the information about each god to create images and descriptions.	<ul style="list-style-type: none"> <li>• Do children know that the ancient Egyptians worshipped lots of different gods and goddesses?</li> <li>• Can children name some ancient Egyptian gods and goddesses?</li> <li>• Can children express their knowledge of ancient Egyptian gods and goddesses in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 3A/3B/3C</li> <li>• Gods Catalogue sheet</li> <li>• Books, access to internet, etc.</li> <li>• Split Book Template sheet</li> </ul>
<b>Lesson 5</b>	To find out about the pyramids of ancient Egypt.	Children take a closer look into the tombs of the pharaohs and why they built pyramids. They will explore the structures of early tombs and compare them to the great pyramids of Giza. The children will also explore the tomb paintings and discuss what these paintings might tell us about ancient Egyptian lifestyles.	<ul style="list-style-type: none"> <li>• Can children describe some of the ancient Egyptian beliefs in life after death?</li> <li>• Do children know that the pyramids of Egypt were the tombs of the pharaohs?</li> <li>• Can children suggest ways in which we can learn about ancient Egypt from the pyramids that have survived?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 4A/4B/4C</li> <li>• Information Sheet A/B</li> <li>• Pyramid Net sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To investigate the inventions and achievements of the ancient Egyptians.	In this final lesson the children will investigate the inventions of the ancient Egyptians and how they were used to improve their lives. The children will reflect on these inventions and how they might still be used today either as they were or having been developed over the years.	<ul style="list-style-type: none"> <li>• Can children describe some of the inventions of the ancient Egyptians?</li> <li>• Can children evaluate some of the biggest achievements of the ancient Egyptian civilisation?</li> <li>• Can children suggest how the inventions and achievements of the ancient Egyptians impact our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A</li> <li>• Information Sheet</li> <li>• Decimal Dilemma sheets A/B/C (FSD? activity only)</li> </ul>

# Ancient Egyptians : Cross-Curricular Topic : Year 3/4

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate Egypt on a map.	Children use maps to identify where Egypt is in the world and then take a closer look at the country and its surrounding seas. They then look at the cities within the country and where they are placed. The children reflect on why the cities are generally placed along the Nile or near a water source.	<ul style="list-style-type: none"> <li>• Can children locate Egypt on a map?</li> <li>• Do children know which continent Egypt is in?</li> <li>• Do children know some of the major rivers and cities of Egypt?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 1A/1B/1C</li> <li>• Question Cards</li> </ul>
<b>Lesson 2</b>	To find out about some of the geographical features of Egypt.	Children use their researching skills to find facts about Egypt's geographical features. They will research various facts about Egypt and use this to answer set questions. Alternatively they can go on a fact hunt around the classroom to find the answer to given questions.	<ul style="list-style-type: none"> <li>• Can children use information to make predictions about what a place is like?</li> <li>• Can children ask and answer questions about what a place is like?</li> <li>• Can children use different sources of information to find out answers to questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 2A/2B/2C</li> <li>• Information Sheet</li> <li>• Books, CD ROMs, access to internet, etc.</li> <li>• Fact Hunt/Fact Finder sheets (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to use information about Egypt to plan a holiday.	Children explore modern Egypt through pictures of tourist attractions and other landscapes. They are challenged to use these pictures and other information to put together a holiday brochure to persuade people to go on holiday to Egypt.	<ul style="list-style-type: none"> <li>• Can children use adjectives to describe what a place is like?</li> <li>• Can children identify tourist attractions of Egypt?</li> <li>• Can children communicate in ways appropriate to the task and audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 3A/3B/3C</li> <li>• Egypt Attractions cards</li> <li>• Map of Egypt (FSD? activity only)</li> <li>• Worksheet 3D (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate geographical features of the River Nile.	Children explore the geographical features of the River Nile. They look at the tributaries and theorised sources of the river as well as the mouth and the nine countries it flows through. The children will discuss the uses of the river both today and historically.	<ul style="list-style-type: none"> <li>• Can children locate the River Nile on a map?</li> <li>• Can children describe some of the geographical features of the Nile?</li> <li>• Can children use maps and other sources to find out information about the River Nile?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 4A/4B/4C</li> <li>• River Nile Map sheet</li> <li>• Books, access to internet, etc.</li> <li>• Fact Cards (FSD? activity only)</li> <li>• River Nile Fact Hunt sheet (FSD? activity only)</li> </ul>

# Ancient Egyptians : Cross-Curricular Topic : Year 3/4

ART				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to make a papyrus picture.	Children will discover the process of making papyrus that the ancient Egyptians used. They will reflect on how the papyrus was then used and use these ideas to influence their own pictures to put on the papyrus sheets they make.	<ul style="list-style-type: none"> <li>• Can children identify the style and content of ancient Egyptian art?</li> <li>• Can children create their own piece of replica papyrus?</li> <li>• Can children decorate their papyrus in the style of ancient Egyptian art?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards</li> <li>• Strips of brown paper</li> <li>• PVA/water mix</li> <li>• Greaseproof paper</li> <li>• Gods and Goddesses sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to make a replica of an ancient Egyptian cartouche.	Children will learn about how the ancient Egyptians used cartouches to record their names, particularly after death. The children will need to translate their name into hieroglyphs and use clay modelling skills to create their own cartouche.	<ul style="list-style-type: none"> <li>• Do children know what a cartouche is and what it was for?</li> <li>• Can children plan what they want their finished artwork to achieve?</li> <li>• Can children evaluate their artwork identifying areas of strength and weakness?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 2A/2B</li> <li>• Template Sheet</li> <li>• Help Sheet</li> <li>• Modelling clay</li> <li>• Card</li> <li>• Paint</li> <li>• String (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to make an ancient Egyptian necklace.	Children will look at different pictures of ancient Egyptian jewellery that has been found, thinking about the decorations that have been used and what the necklaces may have been made from. They will think about the colours and materials they will use in their own necklace design using a paper plate.	<ul style="list-style-type: none"> <li>• Can children gather ideas for their own artwork from ancient Egyptian necklaces?</li> <li>• Can children work with a variety of materials and techniques to create an ancient Egyptian necklace?</li> <li>• Can children evaluate their finished artwork, and say what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 3A/3B</li> <li>• Eagle Template sheets</li> <li>• Large paper plates</li> <li>• Paints/felt-tips</li> <li>• Pasta</li> <li>• Picture Cards (FSD?)</li> <li>• Other art materials dependent on designs (FSD?)</li> </ul>

PE				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to choreograph and perform an Egyptian dance.	Children look at the body poses that are pictured in ancient Egyptian paintings and think about how they can incorporate these types of poses into a pharaonic dance. They have the opportunity to watch a choreographed routine and use this to inspire their own dances based on this style of dance.	<ul style="list-style-type: none"> <li>• Can children study artefacts from ancient Egypt to use as inspiration for a dance?</li> <li>• Can children create a dance appropriate to the style of music?</li> <li>• Can children evaluate their performances, identifying both strengths and areas for improvement?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Track of Egyptian Music</li> <li>• Picture Cards</li> <li>• Egyptian Gods sheet (FSD? activity only)</li> </ul>

# Ancient Egyptians : Cross-Curricular Topic : Year 3/4

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to create a multimedia presentation about ancient Egypt.	Children think about the use of multimedia presentations to present information on different topics. The children choose, or are given a topic to research and collect pictures and information on, to use in their presentation.	<ul style="list-style-type: none"> <li>• Can children insert text, pictures and sounds into a multimedia presentation?</li> <li>• Can children include relevant information and facts in a multimedia presentation?</li> <li>• Can children evaluate their work and the work of others?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Access to computers</li> <li>• Worksheets 1A/1B</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to use the internet to find information about ancient Egypt.	Children take a closer look at how to search for information using a search engine. They are given different search terms and asked to determine which is going to be the most efficient in finding what they need.	<ul style="list-style-type: none"> <li>• Do children know what a search engine is?</li> <li>• Can children choose appropriate keywords to use as search terms?</li> <li>• Can children select suitable sources of information from search results?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 2A/2B</li> <li>• Question Cards</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to use computing to create a database.	Children are introduced to the use of databases to organise and store information on different topics. They will evaluate the database's usefulness when trying to find specific information, rather than having to sort through disorganised facts.	<ul style="list-style-type: none"> <li>• Can children explain what a database is and what it is used for?</li> <li>• Can children sort data into the relevant fields?</li> <li>• Can children enter data accurately into computing-based database?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 3A/3B/3C</li> <li>• Data Cards (FSD? activity only)</li> <li>• Books, access to internet, etc. (FSD? activity only)</li> </ul>

DT				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to design, make and evaluate a shaduf.	Children are given the problem of having to lift water from a river, stream or canal to the level of the crops in ancient Egypt. They are introduced to the invention of the shaduf and its use of counterweights to help lift the water. They are challenged to think about structure and materials to make their own working model of a shaduf.	<ul style="list-style-type: none"> <li>• Can children create a detailed design for a shaduf?</li> <li>• Can children use a variety of materials and tools to create a working model of a shaduf?</li> <li>• Can children evaluate their work and identify areas of strength and weakness?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 1A/1B/1C/1D</li> <li>• Materials for structure, e.g. cardboard, clay, plasticine, straws, dowelling, string, etc.</li> <li>• Tools, e.g. scissors, sticky tape, craft knives, saws, elastic bands, etc.</li> <li>• Large sheets of paper (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to follow a recipe to make Egyptian bread.	Children investigate the diets of the ancient Egyptians and what the main part of their diet was. They are challenged to follow a recipe safely and hygienically to make Egyptian bread. They have the opportunity to add to the recipe to make the bread more exciting.	<ul style="list-style-type: none"> <li>• Can children work safely and hygienically with food?</li> <li>• Can children follow a recipe to create bread?</li> <li>• Can children evaluate their work and say what they think and feel about their finished product?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 2A/2B/2C/2D</li> <li>• Access to ovens</li> <li>• Ingredients (flour, yeast, salt, water)</li> <li>• Weighing scales</li> <li>• Baking trays</li> <li>• Mixing bowls and spoons</li> </ul>