

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



Title: Ancient Egyptians		Term: Autumn	Year Group: 3
British Values/Rights: We respect the culture and beliefs of others.			
Visits/Visitors: Visitors into school - Mr Egypt			
Wow Starter: Chapter one of The Magic and the Mummy by Terry Deary and children design their own sarcophagus.			
<p>Art: Colour mixing / tinting / silhouettes Final outcome: Egyptian sunset with silhouettes - Christmas Calendar Knowledge: Egyptian landmarks / features for silhouettes, know which primary colours make secondary colours, Work confidently on a range of scales eg. thin brush on small picture, etc Skills: Mix a variety of colours & know which primary colours make secondary colours, Use a developed colour vocabulary, experiment with different grades of pencil & other implements, Plan, refine & alter their drawings as necessary</p>	<p>DT: Design and making a photo frame Final outcome: Egyptian themed photo frame Knowledge: Identify a purpose and establish criteria for a successful product. Skills: Generate ideas for an item considering its purpose and users. Identify a purpose and establish criteria for a successful product. Begin to select tools and materials. Measure, mark out and shape with accuracy. Join and combine materials and components accurately</p>	<p>History/Geography: History - Ancient Egypt Knowledge: Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry' Skills: Use dates and terms related to the study unit and passing of time</p>	
<p>English links: Adventure stories English book study: Flat Stanley: The great Egyptian grave robbery Cross-curricular writing opportunities: Creative Curriculum writing a diary entry for an Egyptian slave Additional texts/reading links:</p>	<p>Maths links: Measuring, drawing straight lines for completion of photo frame</p>	<p>E-Safety: using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Other curriculum links: music/computing/PSHE: Knowledge: Ancient Egypt study Skills: To use stamps and copy tools, alter sizes, re select areas, copy and resize items. ICT - Digital Publisher -Ancient Egyptian themed tasks (editing text about Ancient Egypt, combining text and graphics to create a postcard from Egypt) Singing - Songs from the burning bush</p>

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Subject Area	Skill	Knowledge	Activity (including resources if applicable)	Resources
History 1			<p><u>LO: To discover facts about the Ancient Egyptians.</u></p> <p>What do you think about when someone says Ancient Egypt? Record ideas in a thought shower.</p> <p>Ask chn to imagine that they are Egyptologists and their first job is to study a picture that was found in a real Ancient Egyptian tomb. Hand out copies of Resource 1a and ask them to work in pairs. Using the sheet, pupils should find the different items in the picture and note down any other clues from the picture that might tell them something about life in Ancient Egyptian times.</p> <p>Use the slides to find out more about who the Ancient Egyptians were and where they lived. Using the map slide, ask pupils to apply their own prior knowledge by locating other countries on the world map and seeing which is closest to Egypt.</p> <p>Work through all slides on power point.</p> <p>Ask chn to imagine if historians thousands of years into the future found a picture that had clues about what your life is like in modern times. What sort of clues would you want them to see? Draw a picture and write what the picture shows.</p>	<p>Sheet 1a</p> <p>Powepoint</p>

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History 2			<p><u>L.O: To discover facts about the Ancient Egyptians and make comparisons to life today in Britain.</u></p> <p>Watch video at: https://www.bbc.co.uk/bitesize/topics/zq87xnb/articles/z6x2382/ and chn to answer questions on their sheet about the video (watch video 3 to 4 times) Chn to share answers with a partner/ then the table/then the teacher (snowball) Watch next video at: https://www.bbc.co.uk/teach/class-clips-video/introducing-ancient-egypt/z6jrkmn Discuss facts from the video (chn could write down facts that they hear) Chn to study the differences and similarities with their own life. Split page in two and list similarities down one side and differences down the other.</p>	<p>Question sheet</p> <p>websites</p>
History 3	<p>*Use books, stories, atlases, pictures/photos and internet as sources of information. *Investigate places and themes at more than one scale *Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>*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.</p>	<p><u>L.O. To locate world countries, oceans and continents</u></p> <p>Use atlases and globes to locate Africa and then Egypt. Discuss distance and direction to the UK. Look at UK on the map, discuss that we are an island made up of 4 countries. (Take photos for childrens books)</p> <p>Watch power point...chn to label maps of Egypt. Slide 6 shows the answers. (Differentiated sheets)</p> <p>Look at a world map of continents and oceans. Give out differentiated sheets of the world...chn to answer the questions on their sheet.</p>	<p>Atlases Globes Differentiated sheets Power pont</p>

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<p>Art 1</p>	<p>*Experiment with different grades of pencil & other implements *Plan, refine & alter their drawings as necessary *Use their sketchbooks to collect & record visual information from different sources *Draw for a sustained period of time at their own level</p>	<p>*The effect different grades of pencil & other implements can achieve</p>	<p><u>L.O Experiment with a pencil to create lines and shapes</u></p> <p>Main: Using a HB pencil children to create an outline of a curved shape on the first page of their sketch book. Taking their pencil for a walk. Within that shape children to divide it up by drawing curved lines to create different shaped spaces. Children to fill each space with different shapes. Eg zig zag lines, circles, diamonds etc.....</p>	<p>Sketch books HB pencils</p>
<p>Art 2</p>	<p>*Experiment with different grades of pencil & other implements * Plan, refine & alter their drawings as necessary *Use their sketchbooks to collect & record visual information from different sources *Draw for a sustained period of time at their own level</p>	<p>*The effect different grades of pencil & other implements can achieve</p>	<p><u>L.O: Experiment with different grades of pencil.</u></p> <p>Main: In sketch books chn to make marks and lines with a range of drawing implements.</p> <ul style="list-style-type: none"> Pencil - chn to divide page into 4. Choose different pencil grades b/h. In each box with chosen pencil chn to experiment with thick/thin/light/dark lines and shading 	<p>Range of HB pencils Sketch books Egyptian picture</p>

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<p>History 4</p>	<p>*Place the time studied on a timeline</p> <p>*Sequence several events</p> <p>Understand BC/AD</p>	<p>*Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>*Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>L.O: To locate Ancient Egypt on a timeline.</u></p> <p>Main: Remind chn that the ancient Egyptians lived long ago. Re-show time travel ppt. Discuss what BC means. Explain that the first ancient Egyptian settlers came to live on the banks of the Nile in 3500BC. Chn to organise pictures onto timeline to show Ancient Egypt in relation to other important historical dates.</p>	<p>Time travel ppt, Timeline worksheets and pictures.</p>
<p>History 4</p>	<p>*Observe small details - artefacts/ pictures</p> <p>*Use a range of sources to find out about a period</p> <p>*Select and record information relevant to the study</p>	<p>*Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>*Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>L.O. To observe an object in detail and make inferences and deductions.</u></p> <p>Chn to be given differentiated selection of images of artefacts. They infer what they can from the images about Egyptian life and the artefacts' uses.</p> <p>Chn to write what they think about the artefact then sketch artefact using detailed observation. After looking at information sheet, add what they have learnt underneath.</p> <p>LA cut and stick artefacts, working with teacher support.</p> <p>Images of artefacts.</p>	<p>LCP worksheets Images of artefacts.</p>

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<p>Art 3</p>	<p>*Plan, refine & alter their drawings as necessary * Use their sketchbooks to collect & record visual information from different sources *Draw for a sustained period of time at their own level</p>	<p>*The effect different grades of pencil & other implements can achieve</p>	<p><u>L.O. To recognise a silhouette and create an Egyptian themed one</u></p> <p>Main: Show powerpoint about silhouettes and discuss. Tell chn they will be making their own Egyptian silhouette image using their knowledge of tints and shades. In sketch books, chn use pencil to create an Egyptian skyline silhouette. If time, chn start drawing their silhouette onto black card/cartridge paper.</p>	<p>Ppt, Sketch books, Black card/cartridge paper, Scissors</p>
<p>Art 4</p>	<p>*Mix a variety of colours & know which primary colours make secondary colours - Use a developed colour vocabulary</p>	<p>*Work confidently on a range of scales eg. thin brush on small picture, etc</p>	<p><u>L.O. Mix primary colours</u></p> <p>Children to create a colour wheel using paint. Mix the three primary colours to create three secondary colours.</p>	<p>Paint, Cartridge paper- colour wheel circles, Brushes, Water pots, Palettes, Newspaper</p>
<p>History 5</p>	<p>*Observe small details - artefacts/ pictures *Use a range of sources to find out about a period *Select and record information relevant to the study</p>	<p>*Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations *Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>L.O. Observe an object in detail and make inferences and deductions.</u></p> <p>Main Chn look at the artefact of a scarab beetle brooch and, in books, write the name of the artefact and what it tells them about Egyptian life before sketching artefact using detailed observation.</p>	<p>Scarab beetle image, Worksheet for LA, Information sheet</p>

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<p>Art 5</p>	<p>*Mix a variety of colours & know which primary colours make secondary colours *Use a developed colour vocabulary</p>	<p>*Work confidently on a range of scales eg. thin brush on small picture, etc</p>	<p><u>L.O. Mix and use tints and shades of a colour.</u></p> <p>Tint = + white Shade = + black Each table to have one coloured paint Chn to have cartridge paper preprinted with one side for tint and one for shade. Chn to add white to make tint and make a colour chart. Each time a small amount of white is added then the new tint is added to the colour chart. Do the same with shades, adding a tiny amount of black each time. Colour charts to be stuck in sketch books when dry.</p>	<p>Paint, Cartridge paper with rectangles marked out, Brushes, Water pots, Palettes, Newspaper</p>
<p>History 6</p>	<p>*Find out about everyday lives *Use a range of sources to find out about a period *Observe small details - artefacts/ pictures</p>	<p>*Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p>	<p><u>L.O. To learn about and use Egyptian hieroglyphics and numbers</u></p> <p>Introduce hieroglyphs - see LCP file for background information. Explain how the discovery of the Rosetta Stone allowed us to understand hieroglyphs. Activity 1: In books Chn to translate the border of their Ancient Egypt worksheets using the hieroglyphic alphabet (Activity sheet 6.1). If time, write own name in hieroglyphs Activity 2: Chn to complete differentiated sheet 6.3 a/b/c translating numbers</p>	<p>LCP worksheets 6.1 and 6.3 a b c</p>

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<p>Art 6/7</p>	<p>*Mix a variety of colours & know which primary colours make secondary colours *Use a developed colour vocabulary *Experiment with a range of media, eg. overlapping, layering, etc</p>	<p>*Work confidently on a range of scales eg. thin brush on small picture, etc</p>	<p><u>L.O. Mix tints of Orange/Red colours</u> <u>L.O Create a silhouette</u></p> <p>Task 1 : Ask children to remind each other how to mix Orange. What 2 colours are needed? Recap on how to make tints of a colour using white. Chn will paint tints of Red, to produce the back drop for their Egyptian sunset picture.</p> <p>Task 2 : Recap silhouettes. Chn to create their silhouette on black paper/card and stick onto their tinted back drop. Then stick onto a black A4 piece of card. Attach calendar tabs</p>	<p>Cartridge paper, Sketch books Black card/paper, Scissors, Tints backdrops</p>
<p>History 7</p>	<p>*Use dates and terms related to the study unit and passing of time</p>	<p>*Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations *Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'</p>	<p><u>L.O Plan a diary entry.</u></p> <p>Introduce task - to write a fictional diary for an Egyptian slave. What does fictional mean? What is a diary?</p> <p>Read extract from "Egyptian Diary". Discuss features of a diary: date, first person, past tense, personal, paragraphs.</p> <p>Discuss what life would have been like for a slave in Egypt. What do you know? What type of events might happen in a slave's day that they would write about in their diary? What would they do? What might happen to them? What might they see happening to someone else? Notes on board.</p> <p>Discuss planning sheet, model filling in on IWB.</p> <p>Activity 1: Chn to complete planning sheet.</p>	

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<p>DT 1</p>	<p>*Generate ideas for an item considering its purpose and users. *Disassemble and evaluate familiar products</p>	<p>*Identify a purpose and establish criteria for a successful product.</p>	<p><u>L.O. Compare photo frames.</u></p> <p>Discuss what a Photo frame is. Look at an example of a photo frame from the box. Ask the children some of the questions from the front cover of the sheet. E.g. What is the photo frame made from? Look at various photograph frames - how do they stand up? How easy is it to put the photo in? Who would use it? Where would you put it?</p> <p>TASK: <u>Sheet-1 Investigate Photo frames.</u> Draw two different frames and compare them.</p>	<p>Sheet 1 Variety of photo frames</p>
<p>DT 2</p>	<p>*Generate ideas for an item considering its purpose and users. *Disassemble and evaluate familiar products</p>	<p>*Identify a purpose and establish criteria for a successful product.</p>	<p><u>L.O. Generate ideas for an Egyptian themed photo frame.</u></p> <p>Recap on the last lessons work on photograph frames - discuss. Chn to decide who their photo frame is to be for. Draw and label the design. Generate ideas for their own frame</p> <p>TASK: <u>Sheet 2- Designing my photo frame.</u> Children to decide on their design criteria. What they want their frame to do or be and then draw and label their chosen design.</p>	<p>Sheet 2 Variety of photo frames</p>

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<p>DT 3</p>	<p>*Plan the order of their work before starting. *Explore, develop and communicate design proposals by modelling ideas. * Make drawings with labels when designing.</p>		<p><u>L.O. Plan a photo frame</u></p> <p>Children to look back at their design from the last lesson and consider how they are going to make their photo frame. TASK: <u>Sheet 3- Planning my photo frame.</u> Children list the 6 things that they will need in order to make their frame. E.g, card, glue. T demo writing a set of instructions with the children. Remind the children what the main features of an instructional text are. Children write a set of instructions.</p>	<p>Sheet 3</p>
<p>DT 4</p>	<p>*Begin to select tools and materials. *Measure, mark out and shape with accuracy. *Join and combine materials and components accurately.</p>	<p>*Identify a purpose and establish criteria for a successful product.</p>	<p><u>L.O. Create a photo frame.</u></p> <p>Children use their designs to create their own individual photo frame. Using a range of resources. E.g card, tissue, glue. Emphasise using their designs. Ask the children how they are going construct their photo frames.</p>	<p>Card Tissue Glue Scissors Coloured paper Photo of child</p>

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<p>DT 5</p>	<p>*Evaluate their product against original design criteria.</p>	<p>*Identify a purpose and establish criteria for a successful product.</p>	<p>LO - To Evaluate my photo frame</p> <p>Children to refer to their original design criteria and evaluate their final product based on the 5 things. If the children were to make the photo frame again how could they make it better? E.g. change resources, shape, design. Which parts of the photo frame project have the children enjoyed the most and why ?</p>	<p>Final Product</p>
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https://www.youtube.com/watch?v=IzOPWSXmvzI&fbclid=IwAR0bPIM5Z54uetZgSU7QxdAvSr-zk0m-kqA_X88lrToB9PpeteN7bRO9RB0