

CONTEXT TITLE: EGYPTIAN OASIS
YEAR: THREE/FOUR TERM: SUMMER

LEARNING CONTEXT	KEY QUESTIONS (LEARNING INTENTIONS)	LEARNING SKILLS (NC/EYFS)	LEARNING OUTCOMES/ CHALLENGE/ASSESSMENT
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Stunning Start: The children arrive to find their classroom is themed with sandy coloured backing paper and fabrics, also with the blue of the Nile. There will be a display of the Nile, using fabrics to create the river. This will be added to and will show the learning journey developing. The reading area will be made to feel like a pyramid. The writing area will be set up with sandy and tea stained papers, a basic set of writing equipment and stimulus like hieroglyphics. There will be a tomb with lots of Egyptian artefacts displayed like Egypt. As they come into class the children will find a tomb with sand coming out of it from within. They will decide to look more closely at the tomb and will discover the key text and various Egyptian artefacts.

<p>THE CLUES! (2 Weeks)</p> <p>The children will find the key text and the following in the tomb:</p> <ul style="list-style-type: none"> ▪ An old map of Egypt ▪ A photograph of the desert <p>The tomb will be used throughout the project so that the next key texts and any artefacts will always appear in the tomb.</p> <p>TEXTS: This is the Oasis by Miriam Moss</p> <p>Clips of Bear Grylls in the desert Clips of desert scenes and living</p>	<p>ENG: What are these clues telling us? Is there any link between the clues? What do we already know about Ancient Egypt? What do we want to know about Ancient Egypt?</p> <p>HIS: Where does Ancient Egypt come on our timeline?</p> <p>ENG: How is our alphabet different to Egypt's? How can we write our first name in hieroglyphics?</p> <p>GEOG: Where is Egypt? What continent is Egypt in? What oceans touch the Egyptian coastline? What are the physical and manmade features off Egypt? What is an oasis? Why is the ground drier in Egypt than it is in London? What is a desert? Where are the deserts in our world? Why is a desert so dry? Is a desert always hot? Why? What is day and night like in the desert? Do people live in the desert? How do they survive?</p> <p>ICT: How can we use Google Earth to find out more about the landscape of Egypt?</p> <p>ENG: What do you notice about the pattern of Miriam Moss' writing? Can you use her pattern to write your own description? What fabulous words and phrases does Miriam Moss use to capture the Oasis? Can you use her language e.g., 'This is the place... to write your own Egypt poem? How will you use alliteration, comma, simile and personification?</p> <p>ART: How can you create different shades of yellow (using 'This is the Oasis' by Miriam Moss as a stimulus)? How can you create desert textures? Can you create a sand inspired painting? Can you print grass or tree detail on to your sand inspired painting, without using a paintbrush? Can you create the shadow of your grass or tree detail?</p> <p>SCI: How are shadows formed? Do the size of shadows change? Why? How can you keep yourself safe in the sun? What creatures live in the desert?</p> <p>DANCE: How will you use dance to bring the book 'This is the Oasis' alive?</p> <p>MUSIC: What music will you add to the text 'This is the Oasis'?</p>		<ul style="list-style-type: none"> ▪ Photographs of clues with annotations of explanations ▪ Collecting sheet of what we know about Egypt with questions about what we want to find out ▪ Timeline ▪ Own name in hieroglyphics for front of learning journal ▪ Map of the world with Egypt located ▪ Map of Egypt with key landmarks/features added ▪ Map of world with deserts located and with annotation linked to equator ▪ Desert information page to record geography learning ▪ This is the place verses in the style of Miriam Moss ▪ Collection of sand inspired colours and textures ▪ Sand inspired painting ▪ Miriam Moss verse (or more) presented on painted background ▪ Science recording as appropriate ▪ Ongoing dance and music work throughout the term leading to a presentation
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THE GIFT OF THE NILE

(2 weeks)

The children will arrive to find a new text in the tomb (see below) and they will also find:

- A map of the River Nile
- A small Egyptian boat or raft

TEXTS:

Insiders Egypt

Books about The Thames (general Thames information will suffice)

Clips from Joanna Lumley in Egypt with a focus on the Nile

HOME LEARNING:

After going on a river walk with your family, what will you choose to include in your information pack on The Thames?

GEOG: Where is the Nile? What is special about the Nile? What are the key features of the Nile? Where is the source of the Nile? The mouth? What sea does the Nile run out into? How will you map the Nile? What landmarks are along the banks of the Nile? How did the Egyptians use the Nile? Why are there lots of key places along the banks of the Nile? Why the land along the banks of the Nile referred to as the 'Black Lands'?

SCI: What creatures live in the Nile? What happens to water in the desert? How could the Egyptians grow food in the desert? How did the Egyptians farm? How can you grow cress in the sand? What do plants need to grow? How can you create an investigation into plants? Can you label the parts of a plant? Why are flowers important in the life cycle of a flowering plants?

GEOG: How do you travel on a river? How did the Egyptians travel on the Nile? How did the Egyptians use the Nile? Why are key landmarks developed along the river? What is the same/different about The River Thames and The Nile? How do we use The Thames today? How has the used of the river changed? Has the use of the Nile also changed?

ART: How will you acrylic paint to create and aerial view of the landscape to include the Nile? How will you use the paint to show the different colours and textures of the land from the air?

SMSC: Why is the Nile a gift to Egypt? Why is water a life sustainer? Can we survive without water? What is life, why is this? How does WaterAid work to help people around the world?

ENG: What do you already know about the Nile? How will you sort the statements about the Nile into our three categories, 'Definitely True, Could be True and Definitely Not True'? What questions do you have? How will we find out about the Nile? How will you create your A1 information board (with a partner) entitled 'The Gift of the Nile'? What fascinating facts will you include? How will you combine your writing and your art?

ICT: How can you use QR codes to make your board more interactive?

- Map of Egypt with the Nile clearly marked and other key landmarks with annotation
- Science explanations
- Recording of Science investigation into plants
- Acrylic paint aerial river landscape
- Able to talk about the importance of water to life
- Photograph of A1 board entitled 'The Gift of the Nile'

HOME LEARNING:

- The Thames information pack

THE SECRET NAMES
(4 weeks)

The children will arrive to find a new text in the tomb (see below) and they will also find:

- A a canopic jar
- Hieroglyphics
- Egyptian patterns

TEXTS:

Pepi and the Secret Names

ART: Can you use wax resist to create an A4 page of Egyptian inspired pattern? How will you slice your photocopy of your pattern into strips? What other pattern will you choose to combine with yours with in a weaving? How will you use your sketchbook and iPad to record the parts of the artefacts that interest you on the visit?

DT: How can you incorporate you weaving in a costume piece (based around a strip of card? Will you choose to adorn your head, arm, waist, body or wrist?

GEOG: Where is the 'Land of the Dead'? What is special about this place? Why are there pyramids built here? What was the tomb like that Pepi spent time in with his father?

ICT: How will you use coding to make one of the animals from the story move?

SCI: From your previous rock work, which rocks are best for building a pyramid? How will you use magnets to create a moving picture of one of the animals in the story? How did the Egyptians mummify their dead? Why? What parts of the body did the preserve in Canopic jars? Can you show mummification in a drama?

HIST: Who is the Pharaoh? What was his role? Why are Pharaoh's buried in the Valley of the Kings? How were they buried? Why were the masks made? How and why did Egyptians mummify the bodies of important people? What body parts were removed? What was the mummification process? What was the role of the Gods? Who were mummified? Why did the Egyptians like to be buried with their special possessions? What were hieroglyphics? Why are they important? Can you decode the messages, using the key? Who built the pyramids? How were the pyramids built? What was it like to be a builder of the pyramids? What jobs did different people have? What would your life be like as a ...? What are the pyramids for?

MATHS: How can nets help you to create your sarcophagus?

SMSC: Was it right that only Kings and important people were mummified and buried in pyramids? Do we still have the same social hierarchy? Is it right that anyone is more important than some else? Can you take wealth and things with you after you die?

ENG: What do you think are the key moments in the story of Pepi and the Secret Names? How will you freeze frame the key moments, 'On the banks of the Nile' (The Family) ... 'Meeting Desert Thunder' (The Lion) ... 'Meeting All-Seeing' (The Hawk) ... 'Meeting Death in the Water' (The Crocodile) ... 'Trapped!' ... 'Meeting The Friend of Silence' (The Snake) ... 'The Celebration'? What speech and thought bubbles will you add to the photographs of your freeze frames? Can you write your own adventure story based around the tombs? How will you describe the animals that you meet? How will you describe the landscape that they are in? What secret name will you give your creatures and why? How will you use the style of Jill Paton Walsh and Fiona French, for example, using lists of adjectives with commas (roared a slow, deep, broken roar)) for description; using a little bit of speech; using similes (The hawk dropped like a stone out of the air); using powerful verbs (lurched)

RE: What can we learn from the story of Joseph? Moses? How did the Israelites escape from Egypt? What were the 10 plagues?

- Wax resist Egyptian inspired pattern
- Pattern weaving
- Body adornment based on pattern weave
- Map to show 'The Land of the Dead'
- Coded moving animal
- Science recording as appropriate
- Moving picture
- Photographs of mummifying an action man with clear annotations
- Film of drama about mummification
- Net of sarcophagus
- Photographs of freeze frames with speech and thought bubbles added
- Story mountain of 'Pepi and the Secret Names'
- Annotated story mountain planning their own adventure
- Tomb adventure story based on the key elements of the text
- RE recording as appropriate

THE STORY OF TUTANKHAMUN
(3 weeks)

The children will arrive to find that there is a new key text in the tomb and the following:

- Jewels
- A Photograph of Howard Carter

TEXTS:

The Story of Tutankhamun

HIST: Who was Howard Carter? What is he famous for? When did he discover the tombs? Why was his find significant? Can our sources about the event be trusted?

ENG: How can we make notes to support our newspaper report about Howard Carter's discovery? How can we include all of the key points - main messages? What will you include in your report about 'The Discovery'? Can you include a third person account?

ICT: How can you use ICT to help you create a page from a newspaper? How will you use columns and font size?

MUSIC: Can we use percussion instrument to create and add music to our reconstruction of the find for suspense?

SMSC: Is it right to take things from the tombs? Should the treasures remain as they were?

MATHS: How can we help our archaeologist with the problems that he keeps sending us?

HIST: What did the Egyptians give to us? Are we still finding treasures today?

- Able to talk about Howard Carter
- Timeline of Howard Carter's discoveries
- Newspaper report about the discovery
- Music to create suspense
- Mathematical recording as appropriate
- Able to talk about the Egyptians legacy

FABULOUS FINISH: The children will invite their parents to share their learning across the term with a dance and music performance based on their own 'This is the Oasis' poetic verses. The children will wear their own Egyptian pattern inspired costumes and around the edges of the hall will be their information boards about Egypt.