



Subject: Geography	Unit Title: Ancient Civilisations	Year Group: 3	Half-Term: 5/6
<b>National Curriculum Links:</b> <i>(Link to TT statements)</i>			
<b>Precise Knowledge:</b> <i>(What is the child language knowledge that you want the children to know? Link to KARM cards/ classroom displays)</i>  To describe and understand key aspects of physical geography, including, rivers and mountains and the water cycle		<b>Precise Skills:</b> <i>(What is the child language skills that you want the children to be able to show?)</i> <ul style="list-style-type: none"><li>- Begin to ask/initiate geographical questions.</li><li>- Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li><li>- Investigate places and themes at more than one scale</li><li>- Analyse evidence and begin to draw conclusions between two locations</li><li>- Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li><li>- Investigate places and themes at more than one scale</li><li>- Begin to collect and record evidence</li><li>- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li><li>- Begin to use junior atlases.</li><li>- Begin to identify features on aerial/oblique photographs.</li><li>- Begin to use map sites on internet</li><li>- Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features (Ancient Egypt).</li></ul>	
<b>Possible Misconceptions:</b> <i>(Combat misconceptions early, plan ahead for potential errors in the classroom and analyse what misunderstandings may occur that could potentially prevent learners from fully grasping a concept)</i>			

<b>Key Vocabulary</b> <i>(Think about the link to KARM cards and classroom display)</i>	<b>Tier 1</b> <i>(everyday, commonly used)</i>	<b>Tier 2</b> <i>(academic, across topics and content)</i>	<b>Tier 3</b> <i>(subject specific)</i>
	bend, wider, shallow, valley, meander, oxbow lake, Continent, equator, northern and southern hemisphere, Egypt, Asia, The Mediterranean, The Red Sea.	summit, slope, steep valley, gorge Tectonic plates, movement waterfall, rapids, gorges, Desert, grassland, tundra, rainforest, temperate forest,	wide flat-bottomed valleys, floodplain, delta Erosion, precipitation, collection, evaporation, condensation, Irrigation, Ahket, Peret, Shemu, Papyrus
<b>Prior Learning:</b> <i>(What has gone before that links to this unit learning that needs reactivating prior to building to the new learning? KARM cards)</i>			
<b>Future Learning:</b> <i>(Where is this learning building to? Identify the next learning intentions so appropriate references can be made whilst teaching the unit.)</i>			
<b>Linked Texts:</b> <i>(Steps to Read, Guided Reading, Reading Spine)</i>	<b>LOTC Opportunities:</b>	<b>Potential Visits/Visitors</b>	<b>Education for a Connected World:</b> <i>(Online safety etc)</i>

<b>Lesson Objective /Outcome Know/Show</b>	<b>Metacognition and Self-Regulated Learning</b>		<b>Questioning</b>	<b>Personal Development Connections</b>
	<b>Retrieval Practice</b>	<b>Instruction</b>		
<b>Lesson 1</b> To locate Egypt in the world map and explore cities of Egypt.  Map-skills: plotting		Sticky Knowledge: Recap on terminology from last lesson to consolidate BC, AD, chronology, timeline, era, civilization. Cover some of the key events on the timeline – can they recall event? Year? Where in the world is Egypt? Explain that today we will be using a range of maps, atlases, globes and websites to help us locate Egypt. Show a large map of the world either on the floor/wall or on IWB and invite teams to discuss where they think Egypt is. Give atlases per pair and model how to use the contents/index pages to locate Egypt on a world map.  Discuss general observations about the position of Egypt in relation to England and other countries they know. Does it have a border on a sea? Which ones?	Where is Egypt? What continent does it belong to? What is the capital city? What is the population? What is their flag design?	<i>(Highlight and annotate where appropriate)</i>  Display opportunities/working wall SMSC (IN. CIA) BV EDI

<p>countries on a map.</p>		<p>Does it border any other countries? Which ones? Chn label Egypt, The Mediterranean and The Red Sea on their map. Point out the equator and explain what this is and how countries closer to the equator are hotter and those further away are colder. What can they infer about the climate in Egypt from looking at its position in relation to the equator? Chn draw equator on their map and label Northern and Southern hemisphere. Show a globe and ask children what is similar and different about the map and the globe? Which is a better model of the Earth? Can they find Egypt on the globe? Show a large world map which shows the different continents by colour. Wat is a continent. Watch video clip of Continent Song to introduce continents:  <a href="https://www.google.com/search?q=continent+song+for+kids&amp;rlz=1C1GCEU_en-GBGB838GB838&amp;oq=continent+song&amp;aqs=chrome.0.35i39j46j69i57j0l4j69i61.2416j0j4&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on">https://www.google.com/search?q=continent+song+for+kids&amp;rlz=1C1GCEU_en-GBGB838GB838&amp;oq=continent+song&amp;aqs=chrome.0.35i39j46j69i57j0l4j69i61.2416j0j4&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on</a></p> <p>Can they out which continent Egypt is a part of? Explain that it spans over 2 continents: Africa and Asia. Chn to label both continents on their own map. Model on IWB how to use Google Earth to look closely at Egypt. Allow children to work in pairs on iPads to use Google Earth to have a close look at Egypt e.g. distance from the UK, countries you fly over to get to Egypt from UK, what features they can see in Egypt. End with a discussion about any observations they make or any questions they have and explain that we will look in detail at these next lesson.</p>	<p>Does it represent anything? What is the climate?</p>	
<p><b>Lesson 2</b> Describe locations using human and physical features</p> <p>Make a labelled model of The Nile Valley.</p>	<p>Recap previous session</p>	<p>Sticky Knowledge: Kahoot Quiz to recap prior learning on Ancient Egypt so far. <a href="https://play.kahoot.it/v2/?quizId=09209a11-d67c-4592-9165-efc23fe3a9aa">https://play.kahoot.it/v2/?quizId=09209a11-d67c-4592-9165-efc23fe3a9aa</a> Chn either sit in a large circle on the carpet to create a large class model or sit in teams to create one per group. Explain they are going to build a model of Ancient Egypt to help them learn about the geographical features of the landscape they lived in. Explain that geographical features are split into physical and human. What is the difference? Explain we will mostly learn about the physical features today. As chn build the model, encourage them to make labels of the characteristics discussed.</p> <p>Build model:  - Use sand to make desert. Explain that Egypt was (and still is today) predominantly desert and the Egyptians called this 'the Red Land' because of the heat and sun. What do they know about deserts? Watch the short video to explain deserts. What type of desert is the Sahara?</p>	<p>What do they know about deserts?</p> <p>What type of desert is the Sahara?</p> <p>How do you think it was possible that Ancient Egyptians survived there for so long when it is so hard for animals and</p>	<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall  SMSC (IN. CIA)  BV  EDI</p>

		<p>- How do you think it was possible that Ancient Egyptians survived there for so long when it is so hard for animals and plants to live in deserts? Explain that the River Nile made it possible for people to live there. We will learn lots about the River Nile in the next few lessons. Use blue material to represent this.</p> <p>- Look at the River Nile on Google Earth. Look at how the land either side of the River Nile is dark. Why do they think it is a different colour? Explain that the water made the land surrounding the Nile rich and fertile and ideal for growing crops. This area was known as The Black Land. Sprinkle black soil along either side of the blue material to represent this.</p> <p>- Show pictures of the Nile Delta and look on Google Earth. Why does the green area get larger? Chn create the Delta using more blue material.</p> <p>- Look at the position of the mountains in Egypt. Explore The Sinai Peninsula and The Red Sea Mountains on Google Earth. Children represent these on models using clay.</p> <p>- Look at pictures of oases (oasis singular). Ask children if they know what an oasis is. Explain that it is a fertile spot in the desert where water is found so plants and trees grow there. Ask children to place some foliage on the Red Land to represent an oasis.</p> <p>- Discuss the quarries in the desert which is where the Ancient Egyptians got their stone from to build pyramids, temples and statues. Ask some children to bury some stones beneath the sand to represent the quarries</p> <p>- Discuss mines and explain that many precious and semi-precious stones were extensively mined and that is how Ancient Egyptians were able to make sure beautiful jewellery and accessories. Bury gems to represent the mines.</p> <p>Now explain to the children that there were other features of Ancient Egypt but these are human features. Ask what they think human features are. Explain that these are man-made features. Add pyramids, temples and settlements to the models if you wish. Ask children to look at the timeline to remind themselves what year pyramids were first built and when mud brick houses were built.</p>	<p>plants to live in deserts?</p> <p>Why do they think it is a different colour?</p>	
--	--	--	--	--

		<p>Which came first? Explain that houses previously were mud and papyrus but got washed away when the Nile flooded. In pairs chn complete a card matching activity to reinforce the different definition of each of the features discussed. Stick a photograph of children making their model/finished product in book. Chn write definition of each physical and human feature on their map. Extension; Imagine you were an Ancient Egyptian settler. Where would you build your settlement and why? Place your name on your model to show where you would build.</p>		
<p><b>Lesson 3</b> Investigate early settlements and their location and make links with cities today. (River Nile, River Thames).</p> <p>Use appropriate historical vocabulary to communicate about the past</p>	<p>Recap previous session</p>	<p>Big Question Lesson: Why was the River Nile so important to the Ancient Egyptians? Sticky Knowledge: Play Taboo to consolidate learning from last lesson.</p> <p>Chn work in pairs.</p> <p>Partner A takes card with a geographical feature on and must explain to partner without using the actual word. Begin by reminding chn that last lesson they decided where they would build a settlement if they lived in Ancient Egypt.</p> <p>Recap their choices and reasons. Now show the map from previous lesson of Ancient Egypt with red dots representing the towns and cities. What do chn notice about the position of them.</p> <p>Show how temples and pyramids were also built in the towns and cities along the banks of The Nile.</p> <p>Could people survive elsewhere in the desert? Perhaps compare the position of these towns along the river to towns and cities in the UK today which are often located close to Rivers (link to River Sherbourne which flows underneath Coventry). Use Google Expeditions on ipads for chn to explore The River Nile (Ancient Egypt – Houghton Mifflin Harcourt, Vida Systems – Scene 1 ‘The River Nile’) What observations and inferences can chn make from the scene.</p> <p>Read the accompanying information together. Now watch the video clip: <a href="https://www.youtube.com/watch?v=tejpJqeOqKE">https://www.youtube.com/watch?v=tejpJqeOqKE</a></p> <p>Discuss key questions: How long is Nile? Where does it begin and end? Why is either side of the Nile green? Why is it so important for the Nile to flood every year? Talk about the importance of farming for The Ancient Egyptians and how this was done throughout the whole of the era. Refer to timeline how the first</p>	<p>How long is Nile? Where does it begin and end? Why is either side of the Nile green? Why is it so important for the Nile to flood every year?</p>	<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>settlers would have farmed and then in 5000BC there was a greater range of crops and animals used in farming.</p> <p>Explain there were 3 different farming seasons in Ancient Egypt. Akhet (The Flooding Season); Peret (The Growing Season); Shemu (The Harvesting Season). Look at each one in turn and ask chn to make notes on the cycle diagram to help with the task at the end of the lesson.</p> <p>Get chn to think of all of the other things the Nile gave Ancient Egyptians apart from ability to farm e.g. grew flax for linen clothes, papyrus (paper, baskets, sandals), fish, water (bathing, washing clothes, drinking), building homes, transport for trading goods.</p> <p>Children to create a video documentary about The River Nile using pictures and recording voice over to explain why it was so important to the Ancient Egyptians, about the annual floods and the farming seasons. Chn use Puppet Edu or Clips and create a QR code for books. Best ones to be put on school social media if appropriate.</p> <p>Extension: Egypt has been called 'The Gift of The Nile'. Why do you think it got this nickname?</p>		
--	---	--	--

**End of Unit Assessment**

<b>Essay</b>	<p><i>(Provide the Assessment that will be used for the end of unit assessment – it may be a mix of the examples down the left-hand side – consider the age-range of the children)</i></p>
<b>Double-Page Spread</b>	
<b>End Outcome</b>	
<b>Clozed Passage</b>	