Year 3- How do the achievements of the Ancient Egyptians compare to those of the Early Britons?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Why did the Ancient Egyptians settle beside the River Nile? Can I use the terms ancient, B.C. and A.D.? Can I describe events from the past?	How did the Ancient Egyptians communicate? Can I understand that early people did not communicate as we do?	How did Egyptians beliefs about the afterlife influence the way they treated the dead? Can I understand the role archaeologists have had in helping us to understand the past?	How did Egyptians beliefs about the afterlife influence the way they treated the dead? Can I picture what life was like for the Ancient Egyptians?	How did the Romans bring an end to the Ancient Egyptian civilisation? Can I suggest why certain events happen as they did in history?	What were the achievements of the Ancient Egyptians and how do they compare to those of Britain? Can I use various sources to piece together information about a period of history? Can I use more than one source to bring together conclusions about the past?
Cause and consequence Chronology	Evidence	Evidence Interpretations	Cause and consequence Evidence	Cause and consequence Continuity and change	Interpretations
6000. BC people settle near the Nile river. (river flooding, so fertile land) 5000 BC- begin to farm using cattle and begin to grow crops such as barley (Evidence of farming in Britain around the same time).	3500 BC- begun to use hieroglyphics to communicate. The Rosetta stone wasn't carved until 196 BC however has helped archaeologists to decode hieroglyphics (cave paintings for stone age were before this, in the Palaeolithic era). 3000 BC- first mud brick houses were built (around the same time, families began t live in mud huts in Britain).	Tombs for important rich people, took valuable possessions with them to the afterlife. 2500 BC- Great Sphinx and the Great Pyramid were built. 2400 BC- first obelisks built (tombs for nobles) 1650 BC pyramid building declined and stopped 1500 BC valley of the kings tombs built	Mummification 2600 B.C. Egyptians probably began to mummify the dead In Britain 3000 BC - 1500 BC Single graves in round barrows replace communal burial	Both civilisations came to an end due to the expansion of the Roman Empire Romans brought about the end of the Iron Age in 43 AD. Romans took over after Cleopatra's death in 30 B.C.	Expert outcome: Reflect upon all learning including: Settling Farming Communication Mud houses Evidence about the past Romans role in demise Burials
ART: PRINTING experimenting with different objects to create texture and pattern. (keep for someone special card) Could be shaped in a love heart or flower. Keep it simple. Use the repeated print where you change colour for each print.	Chn design an Egyptian inspired print design on a piece of paper the same size as their print. Keep a copy for to be glued into the art book	Plan and prepare 2 tiles to print based on their design. First tile will be print multiple times but using different colours and repeat the print process. 2nd Tile: apply the cut away process. Encourage the children to use different backgrounds. (newspaper, different colours. Lined paper etc)			Children discuss what went well and what they could improve. Which one of the two methods do they prefer? Why? How could they present their work?

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Vocabulary:	Resources and actions:	Expert Outcome:	Previous Learning: Earlier in Year 3, children learnt about what life was like in Britain from 6000 BC to 750 BC. They will now compare this to life in other parts of the world around a similar time period.
Civilisation, pharaoh, king, empire, settlement, hieroglyphics, archaeologist, tomb, possessions, mummification, valuable, afterlife, expansion, Canopic jars, pyramid, obelisks, declined, valley, communication, burial, communal, evidence, significant, consequence, chronology	http://www.primaryhomework help.co.uk/egypt/timeline.html	Expert outcome:	
	Email York museum trust re possibility of Egyptian mummification workshop for Week 3 or 4.	Reflect upon all learning including:	
		Settling	
		Farming	
		Communication	Preparing for: Year 4 Geography learning which requires children to have an understanding of why people have settled beside rivers throughout history.
Art vocab : image, inking, producing, process, pattern, texture, single colour press, background, foreground, layering, cut away, align	Simple Egyptian designs and symbols.,ppt about Egyptian art, 2 same sized polystyrene tiles for each child, print ink, rollers, pencils	Mud houses	
		Evidence about the past	
		Romans role in demise	
		Burials	Bespoke to us: Chronological sequencing means that in Year 4, children will have already encountered the Romans and their expanding empire and will be ready to build a schema of invasion.
		A cut away design print with layering of colours inspired by Egyptian art and symbols.	

Objectives

- Can select and plan create an image for printing to use two colours
- Can independently trace a drawn image onto a poly-tile either using tracing paper or by colouring the reverse of the design and drawing through.
- Can create two tiles of the same image to use as background and foreground
- Can plan and prepare a two tiles to fit together
- Can repeat two colour process but using cut away process.
- Experiments with a variety of objects to create textures and patterns on a tile
- Can combine drawn and pressed textures to prepare an image for printing.
- Can trace an image effectively
- Is able to ink background tile and print a series of identical prints.
- Can create smooth even layers of colour
- Can create print that has crisp clear images.
- Can align second tile to print accurately
- Can overlay colour successfully without bleeding
- Can keep margin areas clean and free from smudges or fingerprints.
- Knows that using multiple tiles will enable repeats to be continually made. *
- Knows that in the cut away process , the repeats of the prints must done at each stage as once cut away the tile will be destroyed. *
- Can compare the two processes.*
- Understands the process of layering colour and can plan each printing stage
- Can set up equipment and work responsibly with tools to ensure a clean and safe work area.
- Is able to tidy away independently
- Can choose appropriate subject for printing that will result in effective printed images
- Is aware that there are other types of printing processes and can identify some of them