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**End Point**

**How has our understanding of Ancient Egypt been influenced by key people?**

Fab Finish **–** Magazine presentations

*A magazine showcasing interesting and important people and events from Ancient Egypt to be presented.*

KWL

1.K = knowledge. Show question and ask what we already know. Record on display as well as on p2 of Theme Folders, added to over time.

W = what do we want to know. Added to over time (also on p2 of folder)

Sequence the chronology of history

2. Order events chronologically.

Timelines – putting Ancient Egyptians against previously taught periods.

Interpret the past using sources and artefacts

Workshop at Weston Park – Mummification.

Or

Egypt emersion day.

Consider the past from different points of view

3. Identify the importance of The Pyramids.

6,7. Consider different points of view regarding opening The Pyramids.

(Howard Carter vs Ancient Egyptians )

Explore the impact of people in historical events

4,5. Research and understand the impact of Howard Carter.

Produce a fact file on Howard Carter.

8,9. Research the life of Cleopatra.

Create a poster to display information about Cleopatra’s life.

Identify the similarities, differences or changes throughout time

Workshop at Weston Park – journey into the afterlife comparing to RE journey of life and death.

Reflection

Written reflection to go on final page in folders and added to Uni Files.

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.

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| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * Ancient Egypt and the achievements of Ancient Egyptians.
* Importance of Howard Carter and his actions.
 | * Begin to use primary and secondary sources and know the difference between them.
* Select and combine relevant information from different sources, to build up a picture of life in the time of history studied.
* Place events, people and changes into correct periods of time.
* Use dates and vocabulary related to the passing of time, such as modern, ancient, BC and AD.
* Study varied aspects of the lives of different people.
* Examine causes and results of events, and the impact on people.
* Identify, describe and give reasons for, and results of, historical events, situations and changes within and across different periods.
* Show some understanding that aspects of the past have been represented and interpreted in different ways.
 | * Have sense of time over historical periods.
* Know the difference between primary and secondary sources.
* Understand that different experiences give people a different point of view.
* Understand that the actions of an individual can make a big difference.
 | SequenceChronology/chronological orderPrimary/secondary sourceArtefactInterpretViewpointPast/present/futureSimilaritiesDifferencesCauseEffectSignificance/ImportanceEventsImpact Time periodReason/IncentiveJustification |