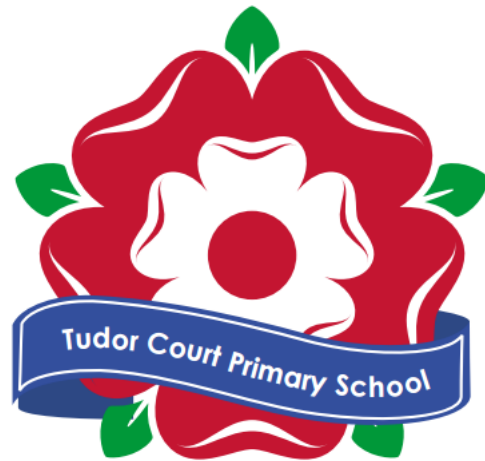


Tudor Court Primary

Curriculum Map – Cycle 3

10th February 2025 – 9th May 2025



Learning Power Focus: Reflective

Year 3

Inspire – Challenge - Succeed



Key Knowledge:

- Civilisations are generally considered to be complex societies. Historically, they were understood as larger and more advanced cultures than, for example, Neolithic societies or hunter-gatherers.
- Ancient Sumer, the Indus Valley, Ancient Egypt and the Shang Dynasty existed at the same time (although the duration of each differed). These early civilisations lasted for significant periods of time and their achievements have been important in human development up to the twenty-first century.
- All of these civilisations emerged by rivers in warmer parts of the world and were supported by agricultural communities. There is also evidence that each developed a stratified social structure and a belief in the afterlife.
- Ancient Egypt evolved around the River Nile from about 3150 BC and ultimately declined in the reign of Cleopatra in 30 BC, becoming part of the Roman Empire.
- The Ancient Egyptian period is a very long sweep of time equivalent to the Neolithic Stone Age, Bronze Age and Iron Age in Britain. There were many changes in Ancient Egypt during this period; things were not the same throughout.
- Archaeology is the key to our knowledge of Ancient Egyptian civilization. Over the past two centuries, archaeologists have uncovered vast amounts of Egypt's past.
- Archaeologists have found many artefacts from Ancient Egypt, mostly from rich people and kings (pharaohs), who had objects buried with them when they died.
- Ancient Egypt's greatest achievements are often considered to be writing, trade and the pyramids.
- Ancient Egyptians were also credited with other inventions such as mosaic glass, the sailing boat, paper (papyrus), beer and many other things.

Overall Outcome:

Children will describe, either orally or in writing, what was distinct about Ancient Egypt compared to what came before (i.e. why it is considered a “civilisation”). They will show an awareness of its place within the broader span of history (including reference to other “early civilisations”) and its legacy.

Topic: Ancient Civilisations: Ancient Egypt

Enquiry Question: Why do we call Ancient Egypt an “early civilisation”?

Key Concepts: Settlement, society, change, evidence, power, wealth, belief

Community and Local Links:

- British Museum:
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt>
- Explore the beliefs of children and their families, e.g. God/gods worshipped, beliefs around the afterlife etc.

Significant individuals and events:

- Tudor Week: 10th - 14th February 2025 (**What made Henry VIII a ruthless ruler?**)
- World Book Day: 6th March 2025
- International Women's Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 (**Change and Adapt: Perfect Putty- How can changing a recipe create new materials with different properties?**)

Key Vocabulary (New in bold):

Archaeology, settlement, tomb, ceremony (ceremonial), farming (agriculture), gods, achievement, civilisation, dynasty, god-king, **afterlife, pharaoh, hieroglyph(s), papyrus, scribe, irrigation, inundation, delta, embalming, mummification**

Coherence

Links to prior history knowledge:

- Y3 – Stone Age to Iron Age – settlement, communities

Links to future history knowledge:

- Y4 – Roman Empire
- Y4 - Ancient Greece (civilisation, achievements, legacy)
- Y5 – Monarchs (power, dynasty)

Links to other subjects:

- Geography – settlement and land use (Y3)
- DT – engineering/technology (Y3)

Learning Power Focus: Reflective Year 3

Inspire – Challenge - Succeed



Writing:

Book Study: Cloud Tea Monkeys
– *Mal Peet, Elspeth Graham*

Narrative:

- Blue Umbrella

Reading:

Various reading texts

RE:

- Living: What does it mean to be a Christian in Britain today?
- Believing: Why is the Bible important to Christians today?

PSHE:

- Dreams and goals
- Healthy Me

Computing:

- Multi-Media

PE:

- Games 3
- Gym 1
- Dance 1

Maths:

- Unit 5: Column addition (Addition and subtraction)
- Unit 6: 2, 4 and 8 times table (Multiplication and division)
- Unit 7: Column subtraction (Addition and Subtraction)
- Unit 8: Unit fractions (Fractions)

Topic: Ancient Civilisations: Ancient Egypt

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DT:

- Mechanical Systems: Pneumatic machines

Music:

- The Dragon Song
- First Part: Bringing Us Together

Science: Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.
- Investigate the way which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.