

ANCIENT EGYPT- KS2/YEAR 5

Lesson 1, Introduction to Ancient Egypt through the use of virtual reality and an immersive room, enhancing literacy skills by writing descriptive poems.

- Children are given the chance to see famous landmarks without physically going there through the use of virtual reality headsets, and an immersive room such as the one used in Pembroke dock primary school.
- Using previously learnt poem writing skills, the main activity will be to write a descriptive poem of the area they have virtually visited.
- After first draft is complete, children share their poems in pairs, giving each other feedback, then complete a second draft.
- Part 2 of main activity, learners will use green screen to record themselves reading their poem with an ancient Egyptian background of their choice, preferable the area they speak about in the poem.

LNF links (Welsh Assembly Government, 2014)

- "Write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices".
- "Revise and improve writing, explaining why they have made changes."
- "Explore different ways to present work and use them appropriately."

DCF links (Welsh Assembly Government, 2016)

- "Combine a range of multimedia components to produce an appropriate outcome."
- "Explain reasons for layout and content of own work, e.g. evaluate the presentation for audience and appropriateness."
- "Comment on reasons for layout."

Theory behind my approach and its benefits (Thematic and single transferrable skills)

- The topic will be approached using a theme based approach covering multiple lessons. "A relevant and authentic theme may be used to generate learning in a wide variety of subjects." (Barnes, 2015: 70)
- Lessons will initiate the use of single transferrable skills. "This approach to cross-curricular learning may provoke particularly original insights and new perspectives because of the unexpected juxtaposition of subjects." (Barnes, 2015: 69)
- The thematic approach is being followed in the way that this topic stretches over multiple lessons, but within those lessons single-transferrable subject learning across the curriculum will take place. For example my theme is Ancient Egypt, this will be used as a vehicle of the learning so single transferrable skills can be developed in numeracy, literacy and digital competency.
- Hayes (2010: 383) says that the integration of knowledge process emphasises a fusion of ideas and concepts within and across subject areas and broader life experiences in an attempt to make education more relevant and meaningful for children.
- This style of teaching will help to prepare children to become enterprising, creative contributors, ready to play a full part in life and work. (Donaldson, 2015: 106)
- Moving forward to the new curriculum, Donaldson (2015: 108) says "literacy, numeracy and digital competence should be the responsibility of all teachers. These are so fundamental to thinking, learning and life that they should be developed and reinforced across the curriculum as a whole."
- Hicks (2016) says that using virtual reality is interesting to children because it doesn't feel like work, which plays into the method of teaching learning through play which can be very effective. (Donaldson 2015).

Limitations to my approach

- "enthusiasm might diminish somewhat when the practicalities of planning and implementation have to be addressed." (Hayes, 2010: 384)
- Giving learners more choice of work can result in children avoiding areas they find difficult and need development in, inculcating poor work habits and attitudes." (Hayes, 2010: 384)
- The use of virtual reality can limit where the teaching goes, "If you're using specific software which has been programmed to work exactly the same, you won't be able to do anything else except what you're supposed to do." (Hicks, 2016)

Lesson 2, constructing pyramids using mathematical skills along with the DCF

- The class have now had the chance to see the pyramids in the previous lesson through VR and the immersive room, the poem writing activity enhanced that experience by getting them to focus on specific details of Egypt.
- The next step is to create their own pyramids through their choice of resources.
- Options for pyramids- Lego, cardboard, marshmallow and spaghetti, Minecraft, or other digital methods.
- Each method poses different challenges and outcomes, giving the class a choice makes the lesson child led, similar to the style Ynystawe Primary School follow.
- Before creating the pyramids in groups, children will have to agree on measurements for every part of the pyramid, they will also find the area and mass of either their three or four sided pyramid.

LNF links (Welsh Assembly Government, 2014)

- "Calculate, estimate and compare the area of squares and rectangles using standard units."
- "Measure and calculate perimeters."
- "Use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation."
- "Contribute to group discussion, taking some responsibility for completing the task well."

DCF links (Welsh Assembly Government, 2016)

- "Use a range of software to produce and refine multimedia components."
- "Combine a range of multimedia components to produce an appropriate outcome."