**Year 7 History: New Kingdom Egypt**

**Students also had an inquiry journal – link here**

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| **girl5-stick-figure****OPENOne lesson: to Page 5** | **Your teachers will introduce you to this fascinating period of history.** Recall what you know of the Guided Inquiry Process.**The task:** Your inquiry community is going to piece together an answer to the Big Question***: Why was New Kingdom Egypt a golden period in ancient history*** For now, get some basic facts, and jot down a couple of thoughts and do a glossary,  |
| **IMMERSE****One lesson: to Page 7** | **You will develop some background knowledge in class time.**Consider what you already know.Listen to your teacher and ask questionsDo a broad search for information about New Kingdom Ancient Egypt. Write what you already know, where you will look for information and what search terms you will use. |
| **EXPLORE****One lesson: to Page 8** | **The Year 7 Inquiry community will pull apart the jigsaw of life in Ancient Egypt and each student will choose to join an inquiry circle – Choose an area.** Pharaohs, Egyptian society, Gods and goddesses, Legacy, Architecture and Art. Join your inquiry circle.**Working alone, you are to explore the ideas you think are interesting**. Record sources, ideas and questions. |
| **girl5-stick-figuregirl5-stick-figuregirl5-stick-figuregirl5-stick-figure** **IDENTIFY****Two lessons: To page 11** | **Share what you’ve learned in your inquiry circle.**Work together in inquiry circles to complete the Question focus formulation activityWork together to decide how to find the answers to your inquiry questions and share the work of gathering information. **Reflect on your process so far.** girl5-stick-figure |
| **girl5-stick-figuregirl5-stick-figuregirl5-stick-figuregirl5-stick-figure****GATHER****Four lessons: To page 15** | **Gather important information - Go deep**Take notes in your booklet, and share the work of finding answers and recording them. You are to do four notes each, following the pattern in your booklet on p11.**Gather primary sources – one each.**Take notes about the sources in your booklet, explaining what the source tells you about your inquiry question. |
| **girl5-stick-figuregirl5-stick-figuregirl5-stick-figuregirl5-stick-figure****CREATE AND SHARE****Four lessons: To page 20** | **Share with your inquiry circle**. Mind map your ideasCreate the answer to your inquiry circle’s question.**Share your knowledge** with people from other inquiry circles in a jigsaw activityJot down what you’ve learned from other inquiry circles. **Bibliography** - Gather together at least four sources and record in APA format.**Working alone, plan your response to the Big Question**: **Why is it important to know about, and cherish, World Heritage sites?** Use the PEEL structure. girl5-stick-figure |
| **girl5-stick-figure****EVALUATE****One lesson: To page 23** | **Evaluate achievement of learning goals**Look at your marks for the process and content.time-for-reflection-message-means-ponder-or-reflect-100146535**Final reflection on using the Guided Inquiry Process.**  |