

Ancient Egyptian Explorers 2024 Orange Class Year Three & Four

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Understand that a timeline is split into BC and AD • Place Ancient Egypt on a timeline and understand its location in relation to modern day. • Use aerial photographs to recognise landmarks of Egypt. • Describe the social order of Ancient Egypt • Begin to understand what life may have been like in Ancient Egypt • Identify some pharaohs of Ancient Egypt. • Infer information about Tutankhamun from a range of sources • Identify Gods/Goddesses of Ancient Egypt • Outline a typical Ancient Egyptian day • Understand how and why Ancient Egyptian mummified bodies 	<p>KEY FOCUS AREAS:</p> <ul style="list-style-type: none"> • Historical questioning • Sequencing artefacts and checking with a reference book • Recognising why people did things and why events happened • Compare two versions of a past event • Discuss reliability of photos/accounts/stories 	<p>SYNOPSIS:</p> <ul style="list-style-type: none"> • To place historical events in chronological order. • To use world maps and atlases to identify Egypt. • To describe and understand key aspects of physical geography including rivers. • To understand the social order of Ancient Egypt. • To understand who pharaohs were in Ancient Egypt and in particular Tutankhamun. • To understand how our knowledge of the past is constructed from a range of sources. • To understand what Ancient Egyptians believed in, and traditional customs and beliefs. • To understand who Ancient Egyptian Gods/Goddesses were.
<p>TOPIC FOCUS and CONTENT: E.a. HISTORY . GEOGRAPHY and SCIENCE</p>		

- **Science:**
- Identify light sources. -Understand that we need light to see.
- Know that light travels in a straight line. -Identify reflective surfaces.
- Know that the sun can damage their eyes. -Identify some parts of the eye.
- Know how to protect their eyes from the sun. -Understand that a shadow is formed when a solid object blocks light.
- Understand that dark is the absence of light. -Understand how the sun can damage parts of the eye.
- Set up an investigation and make predictions. - Understand how surfaces reflect light.
- Recognise that a mirror appears to reverse an image.
- Identify opaque, translucent and transparent objects. Know how shadows change size
- **Geography**
- - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- - locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- **History**
- -Overview of where and when the first civilizations appeared and a depth study Ancient Egypt - Sequence several events of artefacts -Use terms related to the period and begin to date events BC/AD - Use evidence to reconstruct life in time studied -Use text books and historical knowledge - Look at representations from the period, museum, cartoons etc.

KEY QUESTIONS (linking to topic factsheet):

1. Who was the real Tutankhamun?
2. Why did hieroglyphics develop?
3. How were dead bodies first mummified?
4. How old was the oldest known 'Egyptian'?
5. Are any discoveries still to be made?
6. Explain the ritual of embalming
7. Why was the River Nile important to Egyptians?
8. Why are the discoveries that archaeologists make important to history?
9. Why was the discovery of the Rosetta Stone important?
10. What was significant about Howard Carter's discovery?
11. What were some of the Ancient Egyptians most important achievements?
12. Who were the Pharaohs and what did they do?

Opportunities for

- Use scientific language to explain their findings.
- Be able to ask and answer questions based on their learning using scientific language.

<p>ENGLISH:</p> <ul style="list-style-type: none"> • Visual Literacy - Tadeo Jones: Character and Setting description, diary entries, use of figurative language, sequencing events of a narrative. • Mummification - Instruction writing. • Marcy and the Riddle of the Sphinx- diary entry, sequencing, instruction, non-fiction writing - Gods and Goddesses. 	<p>MATHS:</p> <p>Multiplication and Division (Yr 3)</p> <ul style="list-style-type: none"> • consolidation of 2, 4 and 8x tables • multiplying a 2 digit by a 1 digit number • dividing a 2 digit by a 1 digit number • scaling <p>Length (m, cm, mm) (Yr 3)</p> <ul style="list-style-type: none"> • measure, compare and find equivalent lengths in meters, centimetres and millimetres • Add and subtract lengths. <p>Year 4 -</p> <ul style="list-style-type: none"> • Multiple a 2/3-digit number by a 1-digit number • Divide a 2/3-digit number by a 1-digit number • Efficient multiplication • Measure in KM and M • Perimeter on a grid • Perimeter of a a rectangle and rectilinear shapes • Perimeter of regular polygons 	<p>SMSC/PSHE/BRITISH VALUES:</p> <p>PSHE/SRE</p> <ul style="list-style-type: none"> • Y4 - Keeping myself safe unit • Medicines: Check the label • When feelings change under pressure • Raisin challenge <p>Y3 - Keeping myself safe unit</p> <ul style="list-style-type: none"> • Alcohol and cigarettes - the facts • The risk robot -safe or unsafe • Help or harm - none of your business Democracy and the rule of law <p>British Values- Tolerance of those of different faiths and beliefs SMSC-Cultural differences</p>
<p>DESIGN & TECHNOLOGY:</p> <ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing and establish a success criteria for a successful product. • Make labelled drawings(from different views) showing specific features • Explore, Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests 	<p>READING KEY TEXT(S):</p> <ul style="list-style-type: none"> • Cinderella of the Nile by Beverley Nadoo • The Egyptian Cinderella by Shirley Climo • The Boy who Stole the Pharaoh's Lunch by Karen McCombie • Marcy and the Riddle of the Sphinx by Joe- Todd Stanton <p>KEY AUTHOR and READING FOR PLEASURE TEXT:</p> <p>Jeremy Strong - Let's do the Pharaoh</p>	<p>MUSIC:</p> <ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Recognise rhythmic patterns. •

ART:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further
- Alter and refine drawings and describe changes using art vocabulary.
- Explore relationships between line and tone, pattern and shape, line and texture.
- Plan, design, make and adapt models.

ICT/COMPUTING:

- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away
- To understand how the Internet can be used to help us to communicate effectively
- To consider if what can be read on websites is always true
- To learn about the meaning of age restrictions symbols on digital media and devices
- To discuss why PEGI restrictions exist.
- To know where to turn for help if they see inappropriate content or have inappropriate contact from others.

ENRICHMENT:

- Online workshop to Birmingham Art Gallery (*due to temporary closure of the gallery)- investigate Ancient Egyptian artefacts and mummification.

VERTICAL DRIVERS:

- Celebration of diversity
- The environment
- Our place in the world
- Staying safe

