

Exciting Egyptians—Curriculum Driver Year 3/4 Autumn Term

Topic Question: What can we learn from the Ancient Egyptians?

Linked people of study: Howard Carter, Tutankhamun

Linked texts: TFW Egyptian Cinderella (Shirley Climo)
TFW: How to make a mummy/ how to mummify a tomato!
Tadeo Jones - film unit (diary writing)

Trips/Visitors: Royal Cornwall Museum

Topic Composite/Finale: Whole School Assembly—
Ceremony of Judgement

Prior Learning Topic: Learning in Geography about Australia. Chronology and timeline link to Dinosaurs and Discovery topic.

Future Learning Topic: Mysterious Maya topic (Y3/4 B) and Groovy Greeks (Y5/6)



History

Intent: Children have a good knowledge of an early civilization through an in-depth study of Ancient Egypt.

Hooks from old learning (YR;Y1/2): Journey of the Mystery, Castles and coasts—jobs, timelines, secondary primary sources, artefacts, Dinosaurs, The Space Race (Y1/2)

Skills and Knowledge Components Focus

Year 3

- Order events over a larger timescale.
- Distinguish between facts and opinions and give reasons.
- Children pose on questions to gain an understanding of the topic.
- Question why something happened and how it impacted people.
- Language specific to topic (e.g. mummified).

Year 4

- Beginning to think about the impact of historical events/people
- Understanding the difference between primary and secondary sources.
- Generate purposeful questions.
- Question why something happened and how it impacted people long term.
- Language specific to topic (e.g. mummified).

Sticky Knowledge:

- Hieroglyphs are the Egyptian system for writing that uses pictures and symbols.
- Pharaohs were rulers of Ancient Egypt.
- The Ancient Egyptians had lots of different gods and goddesses.
- Egyptian people mummified their dead.
- Egyptian people believed that once a person died, they moved onto the afterlife.

Key Vocabulary:

Pyramid, pharaohs, mummification, hieroglyphics, merchants, Sphinx, preserved, burial chambers, corpse, Tutankhamun, papyrus, Rosetta Stone, sarcophagus, Egyptologist

Subject Composite: Assembly for the school—Ceremony of Judgement

Impact: Children have a good knowledge of Ancient Egypt and are able to share their knowledge with others.

Hooks for new learning (Y5/6): Groovy Greeks—early civilization study

Geography

Intent: Children are able to find out about Egypt using a range of geographical skills. They will focus on the importance of the River Nile for trade and farming.

Hooks from old learning: (YR, Y1, Y2) Lets crawl—compare features. On the move—map skills, different places YR. Journey of the Mystery—seas, continents, map skills, Into the woods, fieldwork, physical features, hot and cold parts of the world, Castles and coasts—map skills, features of places. Aerial photographs, capital cities. Down in the Jungle—amazon river, non European country.

Skills, and Knowledge Components Focus

Year 3

- Know different types of settlement.
- Know where food comes from (trade routes).

Year 4

Study **rivers**, mountains, volcanoes, earthquakes and natural disasters. (River Nile Compare to Tamar River, Thames etc.).

Name and locate key topographical features of the UK, including hills, mountains, coasts and **rivers**).

Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe and the wider world.

Sticky Knowledge:

The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.

Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.

Key Vocabulary: characteristics, maps, globes, atlases, river, Nile, Cairo, features, desert, drought, Sahara, countries, source, pyramids, sphinx, shaduf

Subject Composite: Invite parents into school for an Ancient Egypt Museum and share models/ maps depicting physical features of the country.

Impact: Children have a sound knowledge of where Egypt is in the world and can name its capital city, river and other key features.

Hooks for new learning (Y5/6): Groovy Greeks—compare and contrast places in the world with places in our country and map skills. Victorians—river study with focus on Thames and growth of cities.

Science

Intent: Children will have a secure understanding of what a light source is, how reflections work and how shadows are formed.

Children are able to build an electrical circuit using a variety of components.

Hooks from old learning: (YR, Y1, Y2): new learning

Skills and Knowledge Components Focus

Light

- Recognise that they need light in order to see things, and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Sticky Knowledge:

Light

A light source is an object that makes its own light.

Surfaces that reflect light best are smooth, shiny and flat.

A shadow appears when light is blocked by an opaque object.

Opaque - an object that will not let any light pass through it.

Transparent - lets light travel through it easily so you can see through it.

Translucent - lets some light through it but we can't see through it properly.

Electricity

Lightning and static electricity are examples of electricity occurring naturally but for us to use electricity to power appliances, we need to make it.

Electricity can only flow around a complete circuit that has no gaps. There must be wires connected to both the positive and negative end of the power supply/battery

Switches can be used to open or close a circuit. When off, a switch 'breaks' the circuit to stop the flow of electricity. When on, a switch 'completes' the circuit and allows the electricity to flow.

A conductor of electricity is a material that will allow electricity to flow through it. Metals are good conductors. Materials that are electrical insulators do not allow electricity to flow through them. Wood, plastic and glass are good insulators.

Key Vocabulary: Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous

Electricity, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol

Subject Composite: Shadow Puppet performance

Impact: Children know how shadows are formed and what affects the size of a shadow. Children are able to recognise when a circuit will work as well as create their own electrical circuits including a switch.

Hooks for future learning (Y5/6): Groovy Greeks—light, Vicious Vikings—electricity

Ancient Egyptians—Curriculum Driver

Year 3/4 Autumn Term

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Linked Prior Learning: Learning in Geography about Australia. Chronology and timeline link to Dinosaurs and Discovery topic.

Future Learning Link: Groovy Greeks



Art and Design

Intent: Children make increasingly accurate observational drawings and use a range of drawing and painting techniques

Hooks from old learning: (YR, Y1, Y2) Let's Crawl—Lucy Arnold observational drawing R, Voyage of the Mystery—Painting techniques, Newlyn school of art, aboriginal art, Down In The Jungle—Henry Rousseau, Beatriz Milhazez, Out of this World—Paint Peter Thorpe, Yagoi Kusama, Dinosaurs—drawing traditional Charles Knight, Edward Lear, Kate Watkins

Skills and Knowledge Components Focus
Year 3

Different pencils for different purpose and effects.
Combine materials and give reasons for choices
Respond to the work of others and say how it makes them feel or think and give reasons as to why.
Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.
Decoration techniques such as embossing, engraving and imprinting.
Draw outlines with reference to size and shape
Begin to research great artists and designers through time.
Begin to include elements of other artists work in their own.
Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own

Year 4
Begin to experiment with different tools for line drawing.
Introduce tints and stains to paint work.
Talk about their intention and how they wanted their audience to feel or think.
Continue to use art as a tool in other curricular areas e.g.: RE or Literacy. As a response to work or as a starting point to learning.
Mixing tertiary colours (browns, neutrals, flesh.)
Build up painting techniques (resist work, layering, and scraping.)
Use pencils and penwork to create tone and shade and intricate marks when drawing.
Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.
Begin to critique their own and others' work alongside set criteria
Sticky Knowledge:

- In Ancient Egyptian Art, they mostly used the colors blue, black, red, green, and gold in their paintings.
- Cartouches were images that were carved and drawn using hieroglyphs and symbols to show the importance of a person.
- They were oval or oblong in shape.

Key Vocabulary:
Effect, cartouche, portrait, observation, tomb paintings, amulet, archaeologist, oval, hieroglyphs, artefact,

Subject Composite: Create a decorative piece— children create their own cartouche

Impact: Children can make detailed observations of the art work they are studying, understand the meaning and symbolism. Children have explored the Egyptians in great depth and have been able to express their knowledge through Art.

Hooks for new learning (Y5/6): Groovy Greeks — pottery, There is no Plan B, Vicious Viking and WW2 — drawing and painting focus,

Design Technology

Intent: Children design and make packaging to protect and advertise an ancient artefact.

Hooks from old learning: (YR, Y1, Y2) Superheroes and Lets Crawl Protective structures (YR), Voyage of the Mystery Moving Pictures—evaluating real products,

Skills and Knowledge Components Focus
Year 3

Design an appealing and functional product with a clear purpose and use for themselves and others. Sketch and label diagrams of their design ideas. Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use

Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range.

Explore and analyse existing products. Consider why products are good (or not) and how effective they are at meeting their purpose. Suggest ways of improving their own and others' work.

Explore how to make structures stronger, stiffer and more stable using more / other materials. Explore different ways of joining things together.

Year 4

Design an appealing and functional product for a particular audience. Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design. Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use, using the design criteria.

Know and choose which equipment is used for cutting, shaping joining and finishing.

Explore and analyse existing products against a set of criteria. Consider how products were made, why they are good (or not) and how effective they are at meeting their purpose. Suggest ways of improving their own and others' work based on how effective the product is.

Explore how to make structures stronger, stiffer and more stable using a variety of materials. Explore and different ways of joining things together (both moving joints and fixed joints).

Sticky Knowledge:
A net is a pattern that you can cut and fold to make a model of a solid shape
Key Vocabulary:
Design, make, evaluate, prototype, net, scoring, folding, sticking, cutting, packaging, functional,
Subject Composite: Display of packaging designs—test the most effective.
Impact: Children are able to design for a purpose and ensure their design matches the brief.

Hooks for new learning (Y5/6): There is no Planet B—Explore, design and make recyclable packaging.

Computing

Intent: The children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will compare digital and non-digital devices and will be introduced to computer networks. They will discover the benefits of connecting devices in a network. Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given opportunities to explore to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

Hooks from old learning: (YR, Y1, Y2) R—superheroes, -select and use apps for a purpose, Lets Crawl—using iPad to take pictures, On the move—beebots, programming and algorithms—1/2 What are computers used for? Create, organise and store info using technology and computer safety.

Skills and Knowledge Components Focus
Year 3

Create and implement programmes to accomplish given goals. Use technology to present data and digital content. Recognise unacceptable behaviour online. Identify a range of ways to deal with inappropriate content. Continue to use technology safely and respectfully.

Year 4
Know how to use digital tools responsibly to communicate Use search technologies effectively and safely.
Create and implement a range of programmes to accomplish given goals.
Use technology safely, respectfully and responsibly. Know what it means to be a responsible digital citizen.

Sticky Knowledge:
Key Vocabulary:
Network, World Wide Web, Internet, Intranet, Cloud storage Content, Website

Subject Composite:
Explain how and why computers are joined together to form networks.
Analyse the contents of websites, before designing their own website, offline. Use an existing website to create some of their own content online, using tools introduced in Year 2 .

Impact:
Learners will understand computers can be connected together as a network and know that the internet is a network of networks. They will be able to design their own web page.

Hooks for new learning (Y5/6): Computing systems and networks—sharing information, Computing systems and networks—communication

Music

Intent: Children will learn some Egyptian songs to sing together, create accompaniments to the song using instruments and perform during the class assembly.

Hooks from old learning: (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Skills and Knowledge Components Focus
Year 3

Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction).

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response) .

Compose and perform simple melodies (limited notes).

Use sound to create abstract effects (including using ICT).

Create/ improvise repeated patterns (ostinato) with a range of instruments.

Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances

Use musical dimensions together to compose music

Introduce simple notation (crotchet, quaver).

Year 4

Sing in tune, breathe well, and pronounce words, change pitch and dynamics.

Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.

Compose and perform melodies using three or four notes

Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.

Sticky Knowledge:
• of the song) from memory or using notation.

Key Vocabulary:
Listen, appraise, reggae, vocal, improvise, pulse, rhythm, pitch, tempo, dynamics, notation, bar, verse, chorus, ensemble, lyrics, melody, rehearse
Subject Composite: Perform at the carol service/ end of term production
Impact: Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

Hooks for new learning (Y5/6): Groovy Greeks and Space — storytelling through music, Vicious Vikings—compose graphic scores and rhythm grids to accompany songs. Whole class ukulele /glock