

<b>Intent:</b>	To understand how Ancient Egyptians survived using what resources they had. To explain and compare different times. To understand where different places are in the world and understand geographical terms. To understand the different states of matter.	
<b>Starter:</b>	Flight experience to Ancient Egypt.	
<b>Core Texts:</b>	A range of non-fiction texts.	
<b>Key Concepts:</b>	Humanity, citizenship, right and wrong, freedom, beliefs.	
<b>Outcome Pieces:</b>	Poster Text, Trip Advisor Review, Non-chronological report on Ancient Egypt, Model Sarcophagus, Clay Canopic Jar.	
<b>Enrichment:</b>	Egypt Day – classrooms changed into an aeroplane and a Egyptian Museum, Egyptian Experience Day – External company to come in for enrichment activities, Cathedral Visit- Christianity, Watch the Prince of Egypt.	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>Can I identify how sounds are made, associating some of them with vibrating?</li> <li>Can I recognise that vibrations from sounds travel through a medium to the ear?</li> <li>Can I find patterns between the pitch of a sound and features of the object that produced it?</li> <li>Can I find patterns between the volume of a sound and the strength of the vibrations that produced it?</li> <li>Can I recognise that sounds get fainter as the distance from the sound source increases?</li> </ul>	Vibrations, Travels, Soundwaves, Pitch, Volume, Distance, Source, Ear, Ear drum
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li><i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul> </li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>Can I understand that Europe is a continent that the U.K is a part of?</li> <li>Can I name and locate countries and cities in Europe?</li> <li>Can I find Egypt on a map and know where it is in relation to where I live?</li> <li>Can I understand why the River Nile was so important to Ancient Egyptians?</li> </ul>	Continents- Europe, Asia, Africa, North and South America, Australasia, Antarctica, Oceans- Indian, Pacific, Southern, Atlantic, Arctic, Countries, Tropic of Cancer and Capricorn
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li><i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li>Can I find information on a given artefact?</li> <li>Can I understand the difference between primary and secondary sources?</li> <li>Can I create a timeline of the main events in Ancient Egyptian times?</li> <li>Can I understand the life of a famous Egyptian and create a fact file?</li> <li>Can I understand hieroglyphics and create my own?</li> </ul>	Time lining, Artefacts, Hieroglyphics, Civilisations, Pharaohs, Tombs, Pyramids, Slaves, Mummification



	<ul style="list-style-type: none"> <li>• Can I understand the different burials carried out in Ancient Egypt? (Rich v Poor)</li> <li>• Can I understand mummification and write instructions for it?</li> <li>• Can I understand the importance of Howard Carter and Tutankhamun?</li> <li>• Can I understand how the pyramids were built?</li> </ul>	
	<p><b>National Curriculum:</b> <i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Can I create a net for my sarcophagus?</li> <li>• Can I practise making hinges?</li> <li>• Can I create a sarcophagus?</li> <li>• Can I explore different hinge mechanisms?</li> <li>• Can I evaluate my model?</li> </ul>	Hue, Tint, Tone, Shade, Blend, Silhouette, Contrast, Wash
	<p><b>National Curriculum:</b> <i>When designing and making, pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• <i>value their ideas and products against their own design criteria and consider the views of others to improve their work</i></li> <li>• <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li>• Can I sculpt a canopic jar head using clay?</li> <li>• Can I sculpt with clay?</li> <li>• Can I paint decoratively?</li> <li>• Can I evaluate my jar?</li> </ul>	3D Model, Stain, Pinch, Pull, Manipulate, Mould
	<p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>• Can I learn to play the recorder?</li> <li>• Can I play and perform melodies?</li> <li>• Can I follow staff notation?</li> <li>• Can I copy short melodic phrases?</li> <li>• Can I understand minims, crochets, paired quavers and rests?</li> </ul>	Recorder, Minim, Crochet, Quaver, Semi-brieve, Rest
	<p><b>National Curriculum:</b> <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul>	
<b>PSHE</b>		
	<b>National Curriculum:</b>	
<b>RSE</b>	<b>Growing and Changing</b>	
	<ul style="list-style-type: none"> <li>• Can I explore the human life cycle?</li> </ul>	



	<ul style="list-style-type: none"> <li>• Can I the main stages of the human life cycle?</li> </ul> <p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>• Can I understand the basic facts about puberty?</li> <li>• Can I understand some of the changes that happen during puberty?</li> </ul> <p><b>Changes and Reproduction</b></p> <ul style="list-style-type: none"> <li>• Can I begin to understand how puberty is linked to reproduction?</li> <li>• Can I understand the physical and emotional changes that may occur during puberty?</li> <li>• Can I understand that children change into adults so they are able to reproduce?</li> </ul> <p><b>National Curriculum:</b> See PSHE/RSE Subject Document.</p>										
<p><b>Religious Studies</b></p>	<ul style="list-style-type: none"> <li>• Can I understand how Sikhs, Christians and Muslims welcome new life?</li> <li>• Can I compare and contrast how different faiths welcome new life?</li> </ul> <p><b>National Curriculum:</b> See SACRE Document.</p>	<p>Cross, Palm leaves, Tomb, Symbols, Rebirth, Ascend, Egg, Ceremonies, Love, Family, Celebration, Church</p>									
<p><b>Computing</b></p>	<p><b>E-Safety – Project Evolve</b> Recap Previous Strands. See Project Evolve Document.</p> <p><b>NCEE Unit 5: Photo Editing</b></p> <table border="1" data-bbox="353 783 1357 1129"> <tr><td>To explain that digital images can be changed</td></tr> <tr><td>To change the composition of an image</td></tr> <tr><td>To describe how images can be changed for different uses</td></tr> <tr><td>To make good choices when selecting different tools</td></tr> <tr><td>To recognise that not all images are real</td></tr> <tr><td>To evaluate how changes can improve an image</td></tr> </table> <p><b>NCEE Unit 6: Repetition in Games</b></p> <table border="1" data-bbox="353 1198 1357 1364"> <tr><td>To develop the use of count-controlled loops in a different programming environment</td></tr> <tr><td>To explain that in programming there are infinite loops and count controlled loops</td></tr> <tr><td>To develop a design which includes two or more loops which run at the same time</td></tr> </table>	To explain that digital images can be changed	To change the composition of an image	To describe how images can be changed for different uses	To make good choices when selecting different tools	To recognise that not all images are real	To evaluate how changes can improve an image	To develop the use of count-controlled loops in a different programming environment	To explain that in programming there are infinite loops and count controlled loops	To develop a design which includes two or more loops which run at the same time	<p>Image, Edit, Arrange, Select, Digital, Crop, Undo, Save , Search, Copyright, Composition, Rotate, Flip, Adjustments, Effects, Colours, Hue/Saturation, Sepia, Version, Illustrator, Vignette, Retouch, Clone, Recolour, Magic Wand, Adjust, Sharpen, brighten Fake, Real, Composite, Cut, Copy, Paste, Alter, Background, Foreground, Publication, Elements, Original, Font Style, Shapes, Border, Layer</p> <p>Scratch, Programming, Sprite, Blocks, Code, Loop, Repeat, Value, Forever, Infinite Loop, Count-Controlled, Costume, Repetition, Animate, Event Block, Duplicate , Modify, Design, Algorithm, Design, Debug, Refine, Evaluate</p>
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	To modify an infinite loop in a given program		
	To design a project that includes repetition		
	To create a project that includes repetition		
	<p><b>National Curriculum:</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>		

Year 4 Unit Plan: Were the Egyptians civilised?? (13 weeks)

Sequence of Lessons			
Lesson	Learning Challenge	Outcomes	Key Concepts
1. History	STARTER DAY Can I find information on a given artefact? Can I understand the difference between primary and secondary sources?	Discussion Blooms questions	Heritage, Curiosity
2. History	Can I create a timeline of the main events in Ancient Egyptian times?	Timeline	Heritage, Monarchy, Power, Change
3. Geography	Can I persuade my teacher about where Egypt is located in Africa? Can I understand that Europe is a continent that the U.K is a part of? Can I find Egypt on a map and know where it is in relation to where I live? Can I name and locate countries and cities in Europe?	Report about Egypt Map and atlas work	Home
4. History/ Geography	Can I understand the importance of the Nile?	Poster	Fairness, Equality, Law, Beliefs, Power, Impact
5. History	Can I understand hieroglyphics and create my own?	Decoding hieroglyphics Create hieroglyphics	Curiosity, Change
6. History	Can I understand the different burials carried out in Ancient Egypt? (Rich v Poor)	Venn diagram	Beliefs
7. History	Can I understand mummification and write instructions for it?	Instructions DPS	Beliefs, Fairness, Equality, Monarchy
8. Art	Can I identify skills needed for modelling clay? Can I design my Canopic Jar head? Can I sculpt a Canopic jar head using clay?	Photos Design sheet Canopic jar	Beliefs, Fairness, Equality, Monarchy
9. History	Can I read the diary of Howard Carter when he discovered the tomb of Tutankhamun? Can I use Chatterpix to rein act a Howard Carter interview? Can I understand the life of a famous Egyptian and create a fact file?	Comprehension/ Bloom's Chatterpix Fact file	Curiosity, Monarchy, Respect
10. D&T	Can I create a net for my sarcophagus? Can I explore different hinge mechanisms? Can I practise making hinges? Can I create a sarcophagus? Can I evaluate my model?	Sarcophagus boxes	Curiosity, Beliefs
11. Science	Can I identify how sounds are made, associating some of them with vibrating? Can I recognise that vibrations from sounds travel through a medium to the ear?	Entry ticket Experiment Write up	Curiosity
12. Science	Can I find patterns between the pitch of a sound and features of the object that produced it? Can I find patterns between the volume of a sound and the strength of the vibrations that produced it? Can I recognise that sounds get fainter as the distance from the sound source increases?	Experiment Write up Exit ticket	Curiosity
13. R.E.	Can I understand how Sikhs, Christians and Muslims welcome new life? Can I understand Ancient Egyptian rituals around new life?	Presentation to show to each other	Beliefs, Human rights
14. R.E.	Can I compare and contrast how different faiths welcome new life?	Sugar paper poster	Beliefs, Human rights
15. Music	<b>Can I learn to play the recorder?</b> Can I play and perform melodies? Can I follow staff notation? Can I copy short melodic phrases? Can I understand minims, crochets, paired quavers and rests?		

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16. PSHE	RSE unit <b>Differences</b> Know some of the similarities and differences between males and females Name the body parts using agreed words <b>Personal Space</b> Identify types of touch that people like/dislike Discuss importance of personal space Discuss how to deal with unwanted touch Understand who to go to for help <b>Different families</b> Explore different types of families	Class discussions Question box	Change, Citizenship, Diversity, Transition, Friendship, Choices, Respect, Belonging
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