|  |  |  |  |
| --- | --- | --- | --- |
| **Subjects** | **Objectives** | **Skills** | **Activities/ Tasks** |
| History | 7. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of the Ancient Egyptians | **Chronological Understanding*** Use dates and terms related to the study unit and passing of time
* Sequence several events or artefacts
* Place events from period studied on time line
* Use terms related to the period and begin to date events
* Understand more complex terms

**Range and depth of historical knowledge*** Find out about everyday lives of people in time studied
* Compare with our life today
* Use evidence to reconstruct life in time studied
* Identify key features and events of time studied
* Look for links and effects in time studied
* Offer a reasonable explanation for some events

**Interpretations of history*** Identify and give reasons for different ways in which the past is represented
* Distinguish between different sources – compare different versions of the same story
* Look at representations of the period – museum, cartoons
* Look at the evidence available
* Begin to evaluate the usefulness of different sources
* Use text books and historical knowledge

**Historical Enquiry** * Use a range of sources to find out about a period
* Observe small details – artefacts, pictures
* Select and record information relevant to the study
* Use evidence to build up a picture of past events
* Choose relevant material to present a picture of one aspect of life in time past
* Ask a variety of questions
* Use the library and internet for research
 | * KWL Grid
* Timeline placing period in history and events of the period, use of time language (AD, BC etc). Link to other periods on NC.
* Gods and goddesses, after death rituals. Roles of different gods, artefacts and sacred symbols, why were bodies prepared in such a way?
* Social organisation of Egyptian Society, rulers and how power was gained. Lives of key figures (Tutankhamun, Cleopatra and Ramses)
	+ Looking at a range of sources e.g. text books, newspaper articles, online
* How did Ancient Egypt become so great, how did it fall?
	+ Looking at a range of sources e.g. text books, newspaper articles, online
		- Distinguish between sources
	+ Choosing relevant information
	+ Using evidence to build up a picture of past events
* Thinking skills – diamond 9 – what did the Egyptians give us?
* What was food/clothes like – compare to nowadays
* Architecture of the Pyramids, how they were built, and materials used, how have they lasted so well?
	+ Looking at a range of sources e.g. text books, newspaper articles, online
* How is knowledge about the past constructed? Hieroglyphics, artefacts found in tombs such as Canopic jars, amulets, paintings.
	+ Looking at the evidence available
	+ Asking questions about the evidence/purpose
* How did the Ancient Egyptians amuse themselves?
* Visit to Egyptian exhibition
* Non-chronological report
	+ Using a wide range of evidence
	+ Build up a picture of a past events
* How to make a mummy instruction writing
	+ Using a wide range of evidence
	+ Everyday life
 |
| Geography | 3b. 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 – types of settlements and trade links.3c. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **Geographical Enquiry*** Use NF books, stories, atlases, pictures/photos and internet as sources of information.
* Ask and respond to questions and offer their own ideas
* Extend to satellite images, aerial photographs
* Investigate places and themes at more than one scale
* Collect and record evidence with some aid
* Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures

**Drawing Maps*** Make a simple scale drawing

**Representation/Symbols*** Use standard symbols.
* Know why a key is needed.

**Using Maps*** Locate places on large scale maps, (e.g. Find UK or Egypt on globe)

**Scale/Distance*** Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)

**Map Knowledge*** Begin to identify significant places and environments

**Style of Map*** Use map sites on internet.
* Use junior atlases.
 | * Geographical features of Egypt (Desert, River Nile, Delta)
* Importance/Features of the River Nile. What would it be like to live there?
* Atlas and map work to locate Egypt and understand where it is in relation to us, continent, hemisphere etc.
	+ Locate Egypt
		- using atlases and online maps
	+ Use of key to work out how far away.
	+ Find Egypt on small and large maps
* Draw sketch maps of the Nile.
	+ Include symbols
* Study different settlements compare then and now.
* Locating Cairo, Luxor and fertile land on maps of Egypt
 |
| English |  | See progression sheet | * Newspaper report – finding Tutankhamun's tomb
* Instructions – how to make a mummy
* Shape poem - pyramid
* Setting description/story – Escape from the pyramid (on literacy shed)
* Non-chronological report
* Recount of trip
 |
| Art | 1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpting
 | **Exploring/ Evaluating and developing ideas*** Create sketch books to record their observations and use them to review and revisit ideas
* Select and record from observation, experience and imagination and explore ideas for different purposes
* Record and explore ideas using a variety of ways including digital cameras and iPads
* Question and make thoughtful observations about starting points and select ideas for use in their work
* Begin to use artistic/visual vocabulary to discuss work
* Experiment with a wider range of materials
* Think critically about their art and design work
* Plan, refine and alter their work as necessary
* Plan, design, make and adapt models from observation or imagination

**Drawing*** Experiment with a range of pencil tones and lines using graded pencils
* Make initial sketches as a preparation for painting and other work
* Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body

**Painting*** Observe colours on hands and faces – mix flesh colours
* Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed

**Form*** Use the equipment and media with increasing confidence
* Shape, form, model and construct from observation and/ or imagination with increasing confidence
* Use papier mache to create simple 3D effects
* Have an understanding of different adhesives and methods of construction
* Experiment with constructing and joining recycled, natural and manmade materials
* Begin to have some thought towards size
* Simple discussion about aesthetics
* Plan and develop ideas in sketchbook and make informed choices about media
* Work safely to organise working area and clear away
 | * Design Egyptian death masks
* Make death masks out of papier mache/evaluate it
* Evaluate Egyptian death masks
* Focus on drawing body parts
* Draw Egyptian gods/goddesses
* Add water colours
 |