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| **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 |