

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	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	<p><b>Main Events</b></p> <ul style="list-style-type: none"> <li>To be able to place the key events of the Egyptian times (first settlers, when hieroglyphs were used, when the first pyramid was built, when the Great Sphynx was constructed, when the Pyramids of Giza were built, when the valley of the kings began, the start/end of Tutankhamun's rule and the rule of Cleopatra)</li> </ul> <p><b>Transport</b></p> <ul style="list-style-type: none"> <li>To understand the developments in nautical travel and the role the Egyptians played in the advancement of this.</li> </ul> <p><b>Kingdom and Rulers</b></p> <ul style="list-style-type: none"> <li>To understand how Egyptian society was ruled.</li> <li>To name some important rulers in Ancient Egypt (e.g. Tutankhamun and Cleopatra)</li> <li>To understand how the Egyptian empire fell</li> <li>To understand the social hierarchy of Egyptians.</li> </ul> <p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>To know some of the beliefs of the Ancient Egyptians (gods, mummification, afterlife)</li> </ul>	Civilisation Settlers Hieroglyphs Pyramid Timeline Chronological AD BC Valley of the Kings Tutankhamun Cleopatra Pharaoh Priest Soldier Nobles Viziers Farmers Craftsmen Slaves Hierarchy Religion Afterlife Mummification Natron Bandages Hook Organs Canopic jars Gods Weighing of the heart	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons</li> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Use evidence to build up a picture of past events</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>KWL Grid</li> <li>Timeline placing period in history and events of the period, use of time language (AD, BC etc). Link to other periods on NC.</li> <li>Gods and goddesses, after death rituals. Roles of different gods, artefacts and sacred symbols, why were bodies prepared in such a way?</li> <li>Social organisation of Egyptian Society, rulers and how power was gained. Lives of key figures (Tutankhamun, Cleopatra and Ramses)                         <ul style="list-style-type: none"> <li>Looking at a range of sources e.g. text books, newspaper articles, online</li> </ul> </li> <li>How did Ancient Egypt become so great, how did it fall?                         <ul style="list-style-type: none"> <li>Looking at a range of sources e.g. text books, newspaper articles, online                                 <ul style="list-style-type: none"> <li>Distinguish between sources</li> </ul> </li> <li>Choosing relevant information</li> <li>Using evidence to build up a picture of past events</li> </ul> </li> <li>Thinking skills – diamond 9 – what did the Egyptians give us?</li> <li>What was food/clothes like – compare to nowadays</li> <li>Architecture of the Pyramids, how they were built, and materials used, how have they lasted so well?                         <ul style="list-style-type: none"> <li>Looking at a range of sources e.g. text books, newspaper articles, online</li> </ul> </li> <li>How is knowledge about the past constructed? Hieroglyphics, artefacts found in tombs such as Canopic jars, amulets, paintings.                         <ul style="list-style-type: none"> <li>Looking at the evidence available</li> <li>Asking questions about the evidence/purpose</li> </ul> </li> <li>How did the Ancient Egyptians amuse themselves?</li> <li>Visit to Egyptian exhibition (Dorman Museum)</li> <li>Non-chronological report                         <ul style="list-style-type: none"> <li>Using a wide range of evidence</li> <li>Build up a picture of a past events</li> </ul> </li> <li>How to make a mummy instruction writing                         <ul style="list-style-type: none"> <li>Using a wide range of evidence</li> <li>Everyday life</li> </ul> </li> </ul>
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	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>To be able to locate Egypt on a range of physical and digital maps.</li> <li>To be able to identify the River Nile on a map.</li> <li>To be able to locate cities and landmarks in Egypt.</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>To know the importance of the pyramids and how they were built.</li> <li>To be able to sketch some human features of Egypt on a simple map.</li> <li>To understand the importance of the Valley of the Kings.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>To understand the importance of the River Nile and its uses in day to day life.</li> </ul>	Map Digital map Atlas Locate Location Climate Rive Nile Crops Farming Human features Physical features River Pyramid Flooding Sketch map Simple map Cities	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Ask and respond to questions and offer their own ideas</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>Make a simple scale drawing</li> </ul> <p><b>Representation/Symbols</b></p> <ul style="list-style-type: none"> <li>Use standard symbols.</li> <li>Know why a key is needed.</li> </ul> <p><b>Using Maps</b></p>	<ul style="list-style-type: none"> <li>Geographical features of Egypt (Desert, River Nile, Delta)</li> <li>Importance/Features of the River Nile. What would it be like to live there?</li> <li>Atlas and map work to locate Egypt and understand where it is in relation to us, continent, hemisphere etc.                         <ul style="list-style-type: none"> <li>Locate Egypt                                 <ul style="list-style-type: none"> <li>using atlases and online maps</li> </ul> </li> <li>Use of key to work out how far away.</li> <li>Find Egypt on small and large maps</li> </ul> </li> <li>Draw sketch maps of the Nile.                         <ul style="list-style-type: none"> <li>Include symbols</li> </ul> </li> <li>Study different settlements compare then and now.</li> <li>Locating Cairo, Luxor and fertile land on maps of Egypt</li> </ul>

**Durham Lane Primary School: Topic Planning**

**Topic: Ancient Egyptians**

**Term: Autumn 1**

**Class: 3 & 4**

**Teacher: Miss Drew/Mrs Wheatley**

	<p>mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> <li>To research some of the Physical features (for example: the climate, the bordering seas and cities)</li> <li>To be able to place locate some physical features on a simple map of Egypt.</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>To be able to research the climate of Egypt.</li> <li>To discuss how the climate affects the seasons/farming in Egypt.</li> <li>To understand that the River Nile floods and why this is beneficial.</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>To be able to locate Egypt on a range of physical and digital maps.</li> <li>To be able to identify the River Nile on a map.</li> <li>To be able to locate cities and landmarks in Egypt.</li> <li>To be able to draw a simple sketch map of Egypt.</li> </ul>	<p>Border Seas Africa Continent Ocean Desert Season</p>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or Egypt on globe)</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul> <p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>Use map sites on internet.</li> <li>Use junior atlases.</li> </ul>	
<p>English</p>	<p>See progression sheet</p>			<ul style="list-style-type: none"> <li>Newspaper report – finding Tutankhamun’s tomb</li> <li>Instructions – how to make a mummy</li> <li>Shape poem - pyramid</li> <li>Setting description/story – Escape from the pyramid (on literacy shed)</li> <li>Non-chronological report</li> <li>Recount of trip</li> </ul>	
<p>Art</p>	<p>1) to create sketch books to record their observations and use them to review and revisit ideas</p> <p>2) to improve their mastery of art and design techniques, including drawing, painting and sculpting</p>	<p><b>Exploring, evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>To be able to explore art in the world around us.</li> <li>To be able to make decisions about what looks best.</li> <li>To be able to review and evaluate artwork.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To be able to experiment with pencil tones and lines using a variety of graded pencils</li> <li>To make initial sketches as a preparation for painting</li> <li>To carefully consider scale when drawing</li> <li>To produce accurate drawings of people</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To use watercolours carefully to replicate artwork.</li> <li>To match colours to skin tones</li> <li>To carefully consider the size of paintbrush needed.</li> </ul> <p><b>Form (sculpting)</b></p> <ul style="list-style-type: none"> <li>To understand what papier mache is and how it is produced.</li> <li>To understand about different adhesives and their effect.</li> <li>To understand how to plan and develop ideas.</li> <li>To understand how to join materials together.</li> </ul>	<p>Sketching Watercolour Facial expression God Goddess Painting Appropriate Materials Papier mache Adhesive Cardboard Structure Sculpting Death mask</p>	<p><b>Exploring/ Evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Select and record from observation, experience and imagination and explore ideas for different purposes</li> <li>Record and explore ideas using a variety of ways including digital cameras and iPads</li> <li>Question and make thoughtful observations about starting points and select ideas for use in their work</li> <li>Begin to use artistic/visual vocabulary to discuss work</li> <li>Experiment with a wider range of materials</li> <li>Think critically about their art and design work</li> <li>Plan, refine and alter their work as necessary</li> <li>Plan, design, make and adapt models from observation or imagination</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of pencil tones and lines using graded pencils</li> <li>Make initial sketches as a preparation for painting and other work</li> <li>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Observe colours on hands and faces – mix flesh colours</li> <li>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed</li> </ul>	<ul style="list-style-type: none"> <li>Focus on drawing body parts</li> <li>Draw Egyptian gods/goddesses</li> <li>Add water colours</li> </ul>

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				<p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Use the equipment and media with increasing confidence</li> <li>• Shape, form, model and construct from observation and/ or imagination with increasing confidence</li> <li>• Use papier mache to create simple 3D effects</li> <li>• Have an understanding of different adhesives and methods of construction</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> <li>• Begin to have some thought towards size</li> <li>• Simple discussion about aesthetics</li> <li>• Plan and develop ideas in sketchbook and make informed choices about media</li> <li>• Work safely to organise working area and clear away</li> </ul>	
DT	<p>2a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>4a) apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b>Design, make and evaluate</b></p> <ul style="list-style-type: none"> <li>• To be able to design a product (death mask) using existing knowledge for inspiration</li> <li>• To be able to make a death mask</li> <li>• To evaluate a death mask</li> </ul> <p><b>Structures</b></p> <ul style="list-style-type: none"> <li>• To know how to appropriately join a structure together to ensure that it is sturdy and will not break.</li> </ul>	<p>Death mask Material Joining Papier mache Evaluate Product Design Cardboard Structure</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>* use research for design ideas</li> <li>* describe purpose of product</li> <li>* show design meets a range of requirements and is fit for purpose</li> <li>*follow a given design criteria and then begin to create own design criteria</li> <li>*have at least one idea about how to create product and suggest improvements for design.</li> <li>* produce a plan which shows order, equipment and tools and explain it to others</li> <li>*include an annotated sketch</li> <li>*make and explain design decisions considering availability of resources</li> </ul> <p><b>Make</b></p> <p>select suitable tools and equipment, explain choices in relation to required techniques and use accurately</p> <ul style="list-style-type: none"> <li>*select appropriate materials, fit for purpose; explain choices</li> <li>* work through plan in order.</li> <li>* realise if product is going to be good quality</li> <li>* measure, mark out, cut and shape materials/components with some accuracy</li> <li>*assemble, join and combine materials and components with some accuracy</li> <li>*apply a range of finishing techniques with some accuracy</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>*refer to design criteria while designing and making</li> <li>*use criteria to evaluate product</li> <li>* begin to explain how I could improve original design</li> </ul>	<ul style="list-style-type: none"> <li>• Design Egyptian death masks</li> <li>• Make death masks out of papier mache/evaluate it</li> <li>• Evaluate Egyptian death masks</li> </ul>

				<p><b><u>Materials/textiles/structure</u></b></p> <ul style="list-style-type: none"><li>*work accurately to make cuts and holes</li><li>*think about user when choosing appropriate textiles considering appearance and functionality</li><li>*measure carefully to avoid mistakes</li><li>*attempt to make product strong</li><li>*continue working on product even if original didn't work</li><li>*make a strong, stiff structure</li><li>*explain how to join things in a different way</li></ul>	
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