

**St Anne's CEVA
Primary School**



**Year Groups 3/4
Terms 3/4
Curriculum B**

Learning Theme Big Question:

Pyramids, just a pile of rocks...or are they?

Other questions worth asking:

- What is meant by ancient and modern?
- What is Egypt like today?
- What was Egyptian society like?
- Why was farming so important?
- How do we know about ancient Egypt?

What will be your real life project? Groups to build pyramid.

What matters to children? (Children's questions about the big question)

- Knowing about the world
- Knowing about the past
- Enjoying myths and legends
- Solving mysteries

- What was it like to live in ancient Egypt? What did Egyptians wear?
- What was it like to be a pharaoh?
- Why was the Nile so important?
- What did the Egyptians believe in?
- What were hieroglyphs and how can we decode them?
- Why were the pyramids built and how?

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

History

HS1 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study

HS2 note connections, contrasts and trends over time, develop appropriate use of historical terms

HS3 Address, and sometimes, devise historically valid questions about change, cause, similarity and difference, and significance

HS4 construct informed responses that involve thoughtful selection and organisation of relevant historical information

HS5 understand how our knowledge of the past is constructed from a range of sources

HC7 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.

Geography

GSF1 use maps, atlases and globes to locate countries and describe features studied

GSF2 use digital/computer mapping to locate countries and describe features studied

Design and Technology

DT8 understand how key events and individuals in design and technology have helped shape the world

DT11 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Science:

L1 recognise that they need light in order to see things and that dark is the absence of light(Y3)

L2 notice that light is reflected from surfaces(Y3)

L3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes(Y3)

L4 recognise that shadows are formed when the light from a light source is blocked by a solid object(Y3)

L5 find patterns in the way that the size of shadows change.(Y3)RE

Unit 8a – What do people believe about life?

Unit 5a – Why are journeys and places special?

Art

A3 to improve their mastery of art and design techniques with a range of materials [for example, pencil, charcoal, paint, clay], including:

A3a - drawing,

A3b - painting

A3c - and sculpture

A5 about great architects in history.

A6 about great designers in history.

RE

Unit 5 - Why are some journeys and places special?

Computing

Games in a New World

Cultural

British values: democracy, individual liberty

What maths POS can you incorporate?

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

identify lines of symmetry in 2-D shapes presented in different orientations

How will you incorporate English across the curriculum?

The Quest. Role play. Instructions

What do we want them to be able to do better? (Key skills and NC skills)

Improve/ evaluate learning skills

Communication skills



What do we want them to be like? (Values, dispositions and attitudes)

Further develop

Perseverance

Trust

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

Museum of artefacts

Showcase of mummies

Mural

What are the big ideas? (Concepts and values)

Life after death – what happens when you die?
Rise and fall of empires
Awe and wonder
Curiosity and respect
Fascination about the past
Mysteries

Where can we visit? Who can visit us? (Real life experiences)

Bristol museum – Egyptology section.
Wookey Hole – paper making?
The Tutankhamun Exhibition in Dorchester

What books/films can we use? (High quality literature)

Princess of Egypt – Vince Cross
The time travelling Cat and the Egyptian Goddess– Julia Jarman
There's a Pharaoh in our bath – Jeremy Strong
The plot on the pyramid – Egyptian Tales – Terry Deary
Egyptian Cinderella – Shirley Clime

What can we make?

Models of Tutankhamun death mask
Pyramids – various materials
Murals

What can we use? (High quality resources)

www.ancientegypt.co.uk (British Museum website)
www.mummiesexhibition.co.uk
Tutankhamun exhibition in Dorchester

What big words will we use? (High level vocabulary)

Words associated with the passing of time, e.g. ancient, modern, BC, AD , archaeology, evidence
Words associated with aspects of society, e.g. food and farming, science, technology, architecture, beliefs, hierarchy
Words associated with Egypt, e.g. Nile, Pharaoh, Sphinx, hieroglyphics, papyrus, and desert
Words associated with life after death, egg god, goddess, tomb, pyramid, Canopic jar, mummy, dehydration, mummification

What can we collect? (Tactile display to aid learning)

Replicas of Egyptian artefacts
Selection of different types of papers

What can our role –play area be? (Outdoor imaginative play)

Time machine to key points in history – e.g. Howard Carter's discovery, building a pyramid

What did the children think? (Review)

(To be completed at end of theme)

What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)