

HOOK

Egyptian Day

Who were the Ancient Egyptians? What was life like for them? What other ancient civilisations were there? How were these similar/different to the Ancient Egyptians? Why was the Nile important?

LITERACY

Quality Text – The Secret of a Sun king by Emma Carroll

Newspaper reports – Howard Carter's discovery

Fiction – Descriptive writing; Tomb raider's diary

Seal/PSHE: New Beginnings

Making a fresh start to the year, reflecting on our school values, setting personal goals and looking forward to facing new challenges.

Religious Education: God

Discuss the concept of God and contemplate the beliefs of others.

Art and Design

Creating a mixed media collage of an Ancient Egyptian portrait. Design and create Egyptian jewellery/necklace.

PE

Egyptian Pyramid Dance.

Tomb Raiders

RATIONALE:

Step back in time as we are transported back to ancient Egypt. When and where were the Ancient Civilizations? Who really did build the pyramids in Egypt and how do the possessions found in these tombs tell us more about life for men, women and children. In this exciting topic children will develop problem solving skills, unearth clues and work as a team with lots of pieces of evidence and artefacts.

HISTORY: Ancient Egypt

A study of the achievements of the earliest civilizations including and an overview of where and when the first civilizations appeared including an in depth study of Ancient Egypt. Children will explore the answers to questions such as:

What does the landscape tell us about what life might have been like in Ancient Egypt?

What sources of evidence have survived from Ancient Egypt and how were they discovered?

What did the ancient Egyptians believe about life after death?

What does the evidence tell us about everyday life for men, women and children in Ancient Egypt?

What can we learn about Ancient Egypt from just these objects?

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Outcome: Egyptian Experience

Discover what life was like in Ancient Egypt and embark on a once in a life time trip in an "Egyptian tomb".

Year 4: Autumn 1

COMPUTING

Word Processing Skills including creating tables, inserting text boxes, editing skills.

TOPIC MATHS

Linked with History – Pyramid Problem Solving

GEOGRAPHY

Locational Knowledge and Geographical Skills

Locating Egypt using atlases, maps and digital mapping to locate countries and cities.

Human and Physical Geographical Skills

Describing and understanding key aspects of physical geography.

Describing and understanding key aspects of human geography, including: types of settlement and land use.

Key questions that will be investigated:

Where is Egypt and where will we find the treasures of Ancient Egypt? What is the landscape like in Egypt today? Why is the River Nile important?

MUSIC

To create a ceremonial rhythmic piece to honour the Gods.