



Year 4 – Autumn 1

Ancient Egypt



SMSC Links
<p>Spiritual</p> <p>Develop a sense of fascination, curiosity and mystery when learning about the past. Identify and discuss how the Egyptians prepared for afterlife. Children will consider different religions and how people's faith prepares them for death.</p>
<p>Moral</p> <p>Look at how Ancient Egypt was led and discuss the effects of democracy. How does this compare to today's society?</p>
<p>Social</p> <p>Children to work collaboratively. Discuss the use of rules and laws within Ancient Egypt and how it may have been different if the rules were different.</p>
<p>Cultural</p> <p>Compare the hierarchical system of Ancient Egypt with other systems such as schools, government etc.</p>

<p>Trips and experiences</p> <p>Trip to the British museum</p>
<p>Celebrations</p> <p>Pop art exhibition Ancient Egyptian day</p>
<p>British Values</p> <p>Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths</p>



History – What did the Ancient Egyptians achieve and how do we know?

Foundations of previous learning. In Year 3, the children have learnt about the achievements of British prehistory and specifically how life changed as time progressed. They have also learnt about the Roman invasion on Britain and the power of the Roman Empire. They have explored what significance means through examining the Roman legacy.

Overview and rationale	Skills	Knowledge
<p>In this unit, the children travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. Having learnt about the achievements of the Stone Age in Y3, this provides the children with great opportunities for comparative work and to form judgments on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. Children will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. Their learning will be brought to life by a trip to the British Museum to marvel at the rich array of primary sources archaeologists have discovered that give us so much information about what daily life was like in the period. They will return to the concept of significance when examining what the Egyptians achieved and its impact on the world today.</p> <p>Key concepts to be covered: Significance – Study the most significant achievements in this period. Similarities and differences - Early settlers of the Nile valley –make a comparison to Stone Age people in Britain.</p>	<p>Chronology:</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events <p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Ask question and begin to evaluate the usefulness of different sources. <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Compare some of the times studied. 	<ul style="list-style-type: none"> The ancient Egyptian civilization began in approximately 3000 BC and ended in 30BC when the Romans conquered Egypt and subsequently became part of the Roman Empire. All early civilisations started life near rivers. Water provided everything that they would need: fertile soil to grow crops, fish to eat, transport, water to drink etc. Writing, pictures and archaeology sites support the study of Ancient Egypt. The most powerful person in Ancient Egypt was the pharaoh. The pharaoh was the political and religious leader of the Egyptian people. He/she owned all the land, made laws, collected taxes and defended Egypt against invaders. The role of religion was utterly fundamental to the lives of people in Ancient Egypt. It impacted every aspect of their lives and their success and failures in religion were related directly to the Gods. The Ancient Egyptians had many significant achievements including mummification, language, farming and irrigation.
National curriculum coverage	Assessment Tasks	
<p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians.</p>	<p>1 –Chronology: To place the Ancient Egypt civilization into chronological order and comment on their position in history 2 – Similarities and differences: Investigate the different groups of people in Egyptian society and the contributions they made. 3- Significance. Explore and identify the historically significant people, events and achievements of the Ancient Egyptians.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> To place ancient civilisations into chronological order and comment on their position in history. To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. To be able to reach conclusions to explain why the River Nile was so important to the Egyptians. To investigate the role of religion in Egyptian society. To understand how different groups of people contributed to Ancient Egyptian achievements’ understanding that is was a hierarchical society. To understand the many achievements of the Ancient Egyptians and their impact on today. 	<p>Civilization, beliefs, Religion, achievements, status, sacrifice, hierarchy, society, system, archaeologist, artefact, kingdom</p>	<p>Comparison – What are the similarities and differences of the Egyptian achievements compared to that in Britain at the same time?</p> <p>Significance – What were the most significant Egyptian achievements?</p> <p>Humankind – How was society organised? Where all people treated the same?</p> <p>Place – Where did the Ancient Egypt’s live?</p>
Curriculum drivers		
<p>Emotional Intelligence - Howard Carter spent 7 years digging in the Valley of the Kings before his greatest discovery. He never gave up! What can we learn from his actions? How do you think his emotions changed throughout this time?</p>	<p>Aspirations and possibilities for all – Introduce children to the role of an archaeologist. Why is this an important job? What skills would you need to have?</p>	<p>Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

Art and Design – Printing

Foundations of previous learning:

Children have previously learnt to print in Year 2. They have experimented with printing with a variety of different materials as well as using the technique of press, roll, rub and stamp to make prints.

Overview and rationale	Skills	Knowledge
In this unit, the children will continue to develop their printing skills using Andy Warhol as inspiration. They will use the idea of pop art and apply this to their topic learning on Egyptians. They will create their own printing block that will then be used to create a print using one or two different colours. Once the print is complete, the children will evaluate how successful they have been and think about what they would do differently next time.	Printing: <ul style="list-style-type: none"> • Create printing blocks by simplifying an initial sketchbook idea. • Make repeating patterns placing their prints where they want and experiment with rotating their print. • Polystyrene mono-prints. • Print with two colour overlays. • Experiment with overprinting motifs and colour. • Look and talk about the work of artists who use different printmaking techniques and identify what printing materials and techniques they have used. 	<ul style="list-style-type: none"> • Andy Warhol was an American pop artist. • His style of art was called Pop Art because the subjects for his work came from popular culture. • He used a technique called screen-printing to create lots of prints that look the same. • Andy Warhol often used very bright colours in his work. He used repeated images to make patterns. • Warhol made lots of portraits of iconic people.
National curriculum coverage	Assessment opportunities	
To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	1 - Inspiration: To explore the style and work of Andy Warhol. 2 - Printing: Experiment and investigate watercolour painting techniques 3 - Final piece: Children to create their own print in the style of Andy Warhol. Children to discuss their inspiration, methods and techniques used and evaluate their final piece.	
Sequenced Learning activities	Vocabulary	Big Ideas
1. Discuss and analyse the style of artwork. Understand the historical and cultural significance of the artwork and or artist. 2. Design printing block. 3. Make printing block. 4. Children make small printing block and experiment with orientation, repetition and colour. 5. Make print 6. Evaluate piece.	Imprint, impression, mould, background, marbling, surface, absorb, stencil, negative image, positive image, linear, register, manipulate, block, repeat, continuous, cylinder.	Significance, creativity, investigation, processes and materials runs throughout all art units. Comparison – How does this printing technique compare to other techniques you have used? Significance – Why is Andy Warhol a significant artist?
Curriculum drivers		
Emotional Intelligence - How does this piece of art make you feel? Why? What feelings and emotions do we associate with these colours?	Aspirations and possibilities for all – Explore the two artists and allow children time to investigate their job. Celebrate children’s talents through an Art showcase for parents.	Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

	Computing – Collaborative learning	Music – Ukulele
Overview and connections	In this topic, children learn about how to work collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools including Google Docs, Slides, Forms and Sheets. They also develop their understanding of the benefits of working together and how the Internet provides opportunities to do this even when people are not physically in the same location.	<p style="text-align: center;">Enfield Music service Ukulele class lessons – 45 minutes led by EMS specialist</p>
Key Knowledge and assessment	<ul style="list-style-type: none"> • Software can be used collaboratively online to work as a team. • It is important to be positive and supportive of my classmates. • Google Docs/slides are a word processor. You can work collaboratively on this software. • A survey is a data collection tool or list of questions used to gather information about individuals or group. • You can use different types of questions, which may need a text, multiple choice or numerical answer. • You can analyse this information on a spreadsheet. 	
Key Skills and assessment	<ul style="list-style-type: none"> • Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration • Use Google online software for documents, presentations, forms and spreadsheets. • Work collaboratively with others. • Understanding that software can be used collaboratively online to work as a team • Recognising what appropriate behaviour is when collaborating with others online 	
Key Vocabulary	Software, online, collaboration, survey, presentation, forms, spread sheet.	
Big Ideas	<p>Creativity – How will you edit your presentation to make it appealing and effective?</p> <p>Humankind – How do we work collaboratively with others?</p>	<i>Creativity is evident throughout all music lessons</i>
Curriculum Drivers	<p>Emotional Intelligence - What does kind behaviour look like online? How do you feel when people are unkind? How do we manage this?</p> <p>Aspiration and possibilities for all – How can we make our work better? Why is it important to get feedback from our peers?</p>	<p>Emotional Intelligence - How does this song make you feel? Why? How does music make you feel? How does it help us?</p> <p>Aspiration and possibilities for all – Explore with the children famous musicians and expose the children to famous orchestras from around the world.</p>
Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.		

	PSHE – Being Me! What is conflict?	RE - Judaism
Overview and connections	In this unit children begin to examine what conflict is and why it arises. They will build upon the learning in Year 3 where they began to identify and describe how they can solve problems. They will explore how conflict makes them feel, how they can voice their views respectfully and how best they can manage conflict. Children will know where to look for help, who to ask, how to do this and what will happen if they do ask for help. This learning will support children when they examine what a respectful relationship is in Year 5.	In this topic, children will learn about Judaism through exploring the synagogue. Children will explore why the synagogue is a special place for Jews and compare it to other places of worship that might be special to them. The children will build upon their learning in Yr 3, where they learnt that the Torah contains stories that teach Jews about God and how to live. Children will have the opportunity to reflect on things that provide continuity, identity and a sense of belonging.
Key Knowledge/ skills and assessment	<ul style="list-style-type: none"> Conflict is when people have a serious disagreement. It can last for a long time and be difficult to solve. Conflict can be caused by words, gestures, symbols or actions. Conflicts can arise for many different reasons as we all have our own opinions. We all come to conflict with people, so learning how to resolve conflict is an important skill in life. We can have conflict with the people that we love and care for. During a conflict, there will be a range of emotions we experience. These will change over time and can be experienced at different levels of intensity. Conflict is normal, but how we deal with conflict determines whether it is a negative or positive experience. Communication is important to manage conflicts between our family and friends. Communication also includes our body language. Being courteous and polite is important when communicating our thoughts and ideas especially when they are different to others. There are a number of ways that conflict can be lessened, avoided or resolved. Sometimes we may need help after a conflict. It is important to know where, how, why and when to seek help. 	<ul style="list-style-type: none"> The synagogue is important as a place for worship, community life and religious learning. The synagogue has some key features and symbols these include the ark, sefer, Torah, bimah Magen and Star of David. For Jews the Torah is the word of God and contains guidance on how to live. For Jews the Ten commandments are the most important rules for living found in the Torah
		<p>Learning about religion:</p> <ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. <p>Learning from religion:</p> <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.
Key Vocabulary	Conflict, disagreement, opinion, communication, advice, feelings, negotiates, mediates, resolution, peer mediator.	Judaism, synagogue, ark, sefer, torah, bimah, star of David, ten commandments,
Big Ideas	<p><i>Humankind is evident throughout all PSHE topics</i></p> <p>Change – How do your feelings change? Why is this?</p> <p>Place – Where can we go when we are upset or worried? Who can we approach?</p>	<p><i>Humankind is evident throughout all RE topics</i></p> <p>Comparison –How do your own values and rules for living compare with those of Jews? Reflect on similarities and differences between the synagogue and other places of worship the children may have knowledge of.</p> <p>Significance – What are the significant features of a synagogue?</p>
Curriculum Drivers	<p>Emotional Intelligence –This unit aims to give pupils a vocabulary for talking about and identifying feelings and emotions especially during a heightened event i.e. conflict.</p> <p>Aspiration and possibilities for all – Explore the role of a peer mediator.</p>	<p>Emotional Intelligence - Children to reflect on things which provide continuity, identity and a sense of belonging How can we develop attitudes of respect towards different beliefs and lifestyles? Why is this important?</p> <p>Aspiration and possibilities for all – What values do we need to be successful?</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	