

Areas of learning

As Historians we will be studying a past society called Ancient Egypt. We will be looking at factual evidence of the pyramids, mummies, pharaohs and artefacts and trying to find out the secrets of civilisation that began over 5000 years ago. We will be finding out about Howard Carter and explore the art and statues of the Ancient Egyptians. We will compare this way of life with Life in Stone Age Britain and find out about hunter/gatherers and early farmers.

As scientists we look at light and shadows and rocks and soils. **As Geographers** we will be studying where Egypt is – describing the locality using geographical vocabulary. **As Designers** we will design and make a food product. We will be exploring bread – a food that has been around since ancient times.



Enterprise

As enterprising people we will:

Create a newspaper report on the findings of Howard Carter. We will have a race to be the first to print the news of finding King Tutankhamen's tomb. That means we will have to be organised and detailed. The press will run at a given time..

Places and environment

As people concerned with our environment we will:

Explore the fight to preserve ancient monuments such as the pyramids and sphinx. We will discover how weathering can affect stone work and we will carry out our own experiments to see how stones can weather with certain chemicals.

Social and Emotional

In our social and emotional development we will:

Explore how the Egyptians may have felt when people from other countries took their ancient treasures. We will explore how the people felt when the Pharaoh died, and link this to our own emotions and beliefs about death.

Communities

As members of a community we will:

Explore how people may have different beliefs about what happens after death. We will explore some of the major religions within the UK and look for similarities in beliefs.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Stories
- Plays
- Instructions
- Recounts
- Persuasive writing
- Explanations
- Non-chronological reports

Using mathematics

Modelling

- Predict, plan and try out options
- Estimate

Calculating

- Measures
- Quantities, including fractions

Interpreting data

- Reading graphs, charts and tables

Justifying

- Using mathematical language to explain

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- E mail and messages

Personal development

Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.