



What happened to the Ancient Egyptians? – Curriculum Driver

If you have faith as small as a mustard seed, you can say to this mountain, "Move from here to there", and it will move. Nothing will be impossible for you. (Matthew 17:20)

Year Group and Term: Year 4 Autumn

Topic Question: What happened to the Ancient Egyptians ?

Topic Hook: Howard Carter visit

Prior Learning: Year 3 unit – Romans

Linked Texts: There's a pharaoh in my bath. The saga of Eric the Viking

Value Focus and Linked Bible Story: Perseverance and compassion

Influential People: Howard Carter

Topic Outcome: Create a class museum of artefacts and tour guides

Trips/Visits: Blast from the past (Howard Cater visit)

History

Intent: To learn how we find out about the past

Curriculum and Skills Links: I can: place features of historical events in a chronological framework and identify and explain differences, similarities and changes between different periods of history.

Transferable Concepts: To understand how historical events help shape the present day

Key Vocabulary: discovery, evidence, artefacts, sources

Main Objective(s): To know what some of the major historic events are and can put them in order. Know what an artefact is and how it might be used to help learn about the past. Know the different types of historical sources and can think of some benefits and drawbacks of both.

Impact: Children know that we learn about the past through various sources such as artefacts, word of mouth and archaeological digs.

Geography

Intent: To locate countries of the world and key cities in the UK

Curriculum and Skills Links: I can: locate countries of the world, tropics of cancer, Capricorn and the equator, identify types of settlement, use 8 points of the compass.

Transferable Concepts: To see similarities and differences between locations.

Key Vocabulary: tropic of cancer/Capricorn, village, town, city

Main Objective(s): To explain why people may choose where they live. Locate some of the main islands that surround the UK. Discover features of villages, towns and cities. Find at least six cities in the UK on a map I can name the areas of origin of the main ethnic groups in the United Kingdom in our school.

Impact: Children are able to locate various world locations and some within the UK.

Science

Intent: To understand how the different organs of the body work to make the human digestive system.

Curriculum and Skills Links: I can: label body parts in the digestive system, understand how to keep healthy, know the food pyramid

Transferable Concepts: To be able to live healthy lifestyles and make sensible choices in relation to this

Key Vocabulary: salivary gland, oesophagus, intestines, food pyramid, nutrient, vitamin, digest, decomposer

Main Objective(s): To know how each organ contributes to the human digestive system. To understand that our diet affects how well our bodies work. To know how food chains work in the animal kingdom

Impact: Children can explain how the food that they eat travels through their body and keeps them healthy.

RE

Intent: To understand how much festivals and family life matter to Jewish people.

Curriculum and Skills Links: I can: understand some Jewish beliefs about God, make suggestions about the importance of the story of the Exodus, describe how Jews worship, raise questions about remembering things from the past, make personal reflections about being sorry, being forgiven and being grateful.

Transferable Concepts: To Understand and make comparisons between beliefs about God

Key Vocabulary: God, Jew, yom kippur, Rosh Hashannah, Shabbat, Torah, synagogue, peach, commandment

Main Objective(s): To understand and respect the beliefs and way of life of Jewish people.

Impact: Children will understand and respect that Jewish people have, beliefs, a heritage and traditions that shape the way they live.

Music

Intent: To learn, sing and add accompaniment to the song, Mama Mia

Curriculum and Skills Links: I can: use tuned and un-tuned instruments to add accompaniment, appraise and perform a piece of music

Transferable Concepts: To know how music can express emotion

Key Vocabulary: pulse, rhythm, note, tune

Main Objective(s): To learn, appraise and talk about music by Abba

Impact: Children will be able to listen to, appraise and perform along with a piece of popular music

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Topic Hook: Howard Carter visit

Prior Learning: Year 3 Roman Unit.

Linked Texts: There's a pharaoh in my bath. The saga of Eric the Viking

Value Focus and Linked Bible Story: Perseverance and Compassion

Influential People: Howard Carter

Legacy Outcome: create a class museum of artefacts

Trips/Visits: Blast from the Past (Howard Carter) visit/ Royal Cornwall Museum

Art and Design

Intent: To produce artwork inspired by Viking boats

Curriculum and Skills Links:
I can: create a 3-D painting, use tearing and layering, mix colours to create desired shades

Transferable Concepts: To know that artwork can be created in a number of ways.

Key Vocabulary: collage, tearing, layering

Main Objective(s): To create a collage with a 3-D effect of a Viking longboat

Impact: Children have learnt and used new techniques to create a piece of artwork.

Design Technology

Intent: To design, make and evaluate a product with a purpose

Curriculum and Skills Links: I can: explore existing products and evaluate their effectiveness, design and make after being given a design brief

Transferable Concepts: To be able to sew fabric material together to either make or repair

Key Vocabulary: sew, needle, thread, fasten

Main Objective(s): To make a drawstring bag by designing, cutting and sewing accurately.

Impact: Children will have learnt the skill of sewing and that this skill can be used when fabric materials need to be joined together.

Computing

Intent: To write programs through coding with a specific goal

Curriculum and Skills Links: I can: sequence programs, work with variables, use logical reasoning when thinking of algorithms and debug when needed

Transferable Concepts: To understand how algorithms are used

Key Vocabulary: algorithm, code, instruction

Main Objective(s): To write and design algorithms with a desired outcome – an animation of a poem

Impact: Children will have designed, wrote and debugged a program to create an animation of a poem.

PE

Intent: To explore running, jumping and throwing in the context of athletics

Curriculum and Skills Links: I can: develop techniques needed for springing, throwing and jumping events

Transferable Concepts: To link the techniques learnt to other sporting activities.

Key Vocabulary: technique, sprint, distance, prepare, jump, throw

Main Objective(s): To sprint, jump and throw as fast and far as possible

Impact: Children will be able to apply the skills learnt to other disciplines

PSHE

Intent: Learn what a responsibility is and the importance that we try our best with them

Curriculum and Skills Links: I can: be aware of the things that I am responsible

Transferable Concepts: To understand that my actions effect other people

Key Vocabulary: responsibility, independent, agree, disagree

Main Objective(s): To know that we all have responsibilities and that these change as we grow up

Impact: Children will be able to discuss the things that should do independently and how this can help others

Spanish

Intent: To apply knowledge of numbers up to 31 to say and write dates

Curriculum and Skills Links: I can: say numbers 1 – 31, months of the year and dates in Spanish

Transferable Concepts: To Use knowledge of numbers to 31 to go beyond this number range

Key Vocabulary: all numbers 1 – 31, months of the year

Main Objective(s): To learn to say numbers and months in Spanish

Impact: Children will be able answer questions about themselves such as when various important dates are.