Theme: Walk like an Egyptian Year 4 **Term:** Summer 2 (7 weeks)

Heatherlands Primary School

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

Key knowledge and skills

History

Big ideas: chronology, innovation & impact

Key Question: What were the achievements of the Ancient Egyptians? (In depth study of the earliest civilisations)

- Who were the Egyptians? **(chronology)**
- How do we know so much about Ancient Egypt today?
- What can hieroglyphics tell us about Egyptian life?
- Why do historians think Ancient Egypt was one of the most successful civilizations? **(innovation/impact)**
- What impact did the Ancient Egyptians have on society? **(innovation/impact)**
- What innovations did they leave behind? **(innovation/impact)**

- Use sources of evidence to understand about archaeologists and the life of the ancient Egyptians (ensuring sources of evidence are evaluated). **(chronology)**
- Understand what the ancient Egyptians achieved and value their contribution to society then and now (inventions, maths, writing, medicine, religion, sports, music, building construction). **(innovation/impact)**
- Know that there have been significant people in history that have had more power over others. **(impact)**

Key knowledge and skills

DT

Big ideas: Design, problem solving & skills & creativity

- Through product research, consider a products' purpose and the intended user/consumer in order to generate design criteria. **(design, problem solving)**
- Generate design ideas for a wooden marble maze, considering the purposes for which they are designing and how their ideas fit into a design criteria. **(design, problem solving)**
- Explain and justify their choice of materials according to function and aesthetic. SCIENCE **(design, problem solving, skills and expertise)**
- Confidently make labelled drawings from multiple views showing specific features and functions of their products. **(design, problem solving, skills and expertise)**
- Confidently explain and justify their choice of tools and materials in order to achieve their planned outcome. SCIENCE **(design, problem solving, skills and expertise)**
- Accurately mark out on paper, card and wood before cutting, using careful consideration and templates for their final product. **(problem solving, skills and expertise)**
- Use scissors, clamps and hacksaws safely and appropriately with the necessary safety equipment in place. **(problem solving, skills and expertise)**
- Join and combine components of the product in more permanent ways including using wood glue. **(design, problem solving, skills and expertise)**
- Improve the finish of the final product by sanding and decorating. **(design, skills and expertise)**

Computing (see separate planning)

Big ideas: coding, design & online safety

Coding

	• Create a simple computer program using coding structures previously encountered. **(design, coding)** • Know what selection means in computer programming. **(coding)** • Know how to use co-ordinates in computer programming. **(design, coding)** • Explore methods that introduce loops in coding. **(design, coding)** • Understand what a variable is in programming. **(coding)** • Create a game that keeps score. **(design, coding)** **Oracy:** • Take on group roles to discuss with peers. (Reciprocal readers) • Use a series of questions to keep a conversation flowing. (Hot seat)
Key vocabulary: History, Africa, Egypt, Egyptians, Nile, ancient, civilisation, archaeology, architects, communication, sources of evidence, reliability, chronology, evidence, contribution, society, hieroglyphics, rulers, BC, AD, evaluate, research, compare, accounts, legacy	Design, problem solve, aesthetic, purpose, labelled diagram, multiple views, features, functions, templates, clamps, hacksaw, combine, sand, decorate Coding structures, programming, coordinates, loops, variables
Previous linked learning to consolidate: Y4 'Invaders or traders' link to impact of civilisation on Britain **What comes next?** Y5 'Olympia' Ancient Greeks topic	