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| **History Focus – Ancient Egypt** | **Y4 Ancient Egypt** | **Art and Design - Threshold Concepts** |
| **History**    **Understand Chronology**   * **Use existing knowledge of history to place the time of Ancient Egypt chronologically.**   **Interpret Historically / Historical Enquiry**   * **Understand how and why Ancient Egyptians were able to proper in the desert.** * **Understand why we know so much about Ancient Egypt.**   **Communicate Historically**   * **Ask and answer historically valid questions about the events during the time of Ancient Egypt** * Is it a common mistake to call the ancient Egyptian civilization the  Pharaonic civilization? - EgyptTodayRecognise how different groups contributed to the success of ancient Egyptian civilization. | Enquiry Question:  ***How Much did the Ancient Egyptians achieve?***  **Class Text**  Themes: It's November, 1922. In a valley in Egypt the tomb of a long dead pharaoh is about to be discovered. The world watches and waits for news with baited breath. Thirteen-year-old Lilian Kaye is eagerly following the story. One morning the news takes a sinister turn: a man- a famous Egyptologist- disappears. All that remains of him are his feet.    **Extended Written piece: Historical Recount**  Write with purpose  Expanded noun phrases  Pronouns  Chronological order  Factual information  Plan, draft, edit and improve writing.  **Supporting Text** Themes: Topher and his father are trying to get over the death of Topher's mother, an Egyptologist, when they take in a stray cat. Topher becomes very attached to Ka and is puzzled by her mysterious absences.. Could Ka really be leading a double life and what is she trying to tell Topher?  https://images-na.ssl-images-amazon.com/images/I/611gUdrVbcL._SX323_BO1,204,203,200_.jpg  **Supporting piece: procedure text.**  Write with purpose  Factual information  Present tense  Imperative verbs  Chronological order.  **R.E**  Focus: Buddhism and Humanism. Is it possible for everyone to be happy? Understand the life of Buddha and how he tried to be and stay happy.  **SMSC and PSHE**:  Focus: Celebrating Difference – understand how to respect similarities and differences. Discuss and learn about Anti-bullying and being unique.  **D&T**  Focus: Levers and linkages. Master techniques and design processes. Understand and develop skills using a range of materials. | **Exploring Portraits**  **Develop Ideas**   * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language.   **Master Techniques**   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour * Take inspiration from the greats   **Artist Spotlight: Hans Holbien**   * Replicate some of the techniques used by notable artists, artisans and designers. * Create original pieces that are influenced by studies of others. |
| **Science**  **Sound:**   * Know that Sound travels from its source in all directions * Know that Changing the shape, size and material of an object will change the sound it produces. * Work scientifically to investigate how sound is produced when an object vibrates. * Know that sound moves through all materials by making them vibrate. * Recognise that bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds and faster vibrations (higher frequencies) produce higher pitched sounds. | **Cross Curricular Opportunities**  **English:** Recognise vocabulary associated with Ancient Egypt, use and identify terminology associated with Ancient Egypt in writing and reading sessions.  **Maths:** Historical dates, chronology, ordering events and sequencing.  **Computing**: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.  **Geography :** Map reading, contrasting ancient civilizations with current locations. |