|  |  |  |
| --- | --- | --- |
| **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 purposeExpanded noun phrasesPronounsChronological orderFactual informationPlan, 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 verbsChronological 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 thickand thin brushes to produce shapes, textures,patterns and lines.
* Mix colours effectively.
* Use watercolour paint to produce washes forbackgrounds 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.  |