Curriculum Driver

Year 3/4 Summer Term 2022

'How were the pyramids built?'

Linked texts:

Egyptian Cinderella.

Discovery of Tutankhamun by Howard Carter

Linked people of study: Howard Carter, Tutankhamun.

Trips/Visitors: Truro Museum

Linked Prior Learning:

Link chronology of Stone Age topic to this time period.

Future Learning Link: Anglo-Saxons/Vikings

History

Intent: Children have a good knowledge of an early civilization through an in-depth study of Ancient Egypt.

Skills, and Knowledge Components Focus:

- Order events within the Ancient Egyptian period and over a larger timescale; where the Ancient Egyptian period lies within world history.
- Distinguish between fact and opinion, giving reasons why.
- Understand the difference between primary and secondary sources.
- Generate purposeful questions.
- Begin to think about the impact of historical events/people
- Question why the events in this period happened and how they effected the people.
- To know Egyptian specific vocabulary

Sticky Knowledge:

- I know the Ancient Egyptian time was between 3100 BC to 30 BC.
- I know that Egypt is a transcontinental country; mostly in Africa with some in Asia.
- I know that the capital city of Egypt is Cairo.
- I know that the river Nile is the longest river in the world.
- I know that people settled near the Nile as it was a useful source of water (used for drinking, washing, watering crops and transportation including of trade).
- I know that approximately 4000 Egyptian workers built the pyramids.
- I know that pharaoh is an ancient Egyptian ruler (King or queen)
- know that pharaohs were usually buried under the pyramid structure although some had burial chambers built inside the pyramid.
- I know that Tutankhamun was an ancient Egyptian Pharaoh.
- I know that Howard Carter was a British archaeologist that discovered Tutankhamun's tomb in 1922.
- I know that Cleopatra was the last pharaoh of Ancient Egypt.
- I know that mummification is the process in which the flesh and skin of a corpse (dead body) can be preserved
- I know that the Ancient Egyptians believed in many Gods in their religion.
- I know that cats were sacred in Ancient Egyptian times.
- I know the Great Sphinx of Giza is a monument that guard the pyramids.

Key Vocabulary: primary source, secondary source, Nile, hieroglyphics, irrigation, silt, cartouche, pharaoh, Tutankhamun, Cleopatra, Africa, Asia, trade,

Subject Composite: Children will create their own Egyptian model such as the pyramids.

Impact: Children will have a greater awareness of an ancient time period from a different culture and will be enthusiastic to find out about other influential time periods.

Art

Intent: Children will be able to give examples of types of artwork from the Egyptian period.

Skills, and Knowledge Components Focus:

- Introduce sculpture materials including clay and use tools to create decoration on clay including engraving and embossing.
- Manipulate clay using fingers and tools.
- Decorate fabric with different materials to finish.
- Use more hardwearing materials such as card and cardboard to create 3D structures.
- Use joining techniques such as pinning and sewing when creating 3D structure's
- Begin to critique their own and others work against a set criteria.
- Use a variety of stitching techniques including running.
- Develop techniques in sketchbook.

Sticky Knowledge:

- I know that Egyptians communicated through hieroglyphics.
- I know that cartouche was an oval shape in with kings and queens names were written in hieroglyphics to show their importance.
- I know that clay and wire can be moulded to create a shape.
- I know that the Egyptians wore jewellery including pendants.
- I know that a type of stitch is called a running stitch.

Key Vocabulary: hieroglyphics, pendants, cartouche, stitch, embossing, engraving, materials

Subject Composite: Children will create a clay pendant piece of Egyptian jewellery engraved or embossed with hieroglyphics.

Impact: Children will be aware of how the Ancient Egyptians expressed themselves through art.

Design and technology

Intent: Children will develop their understanding of the critique, design, make and evaluate process.

Skills, and Knowledge Components Focus:

- Create a product design criteria.
- Use sketches and labelled diagrams and notes to explain their design.
- Explain the purpose of their product, their choice of materials and how it will be made.
- Select and name the appropriate tools needed.
- Consider how products were made and how effective they were at meeting the purpose.
- Suggest ways to improve their own and others' products based on its purpose and effectiveness.

Sticky Knowledge:

- I know that pharaohs wore blue and gold headdresses called a Neme
- I know that the number of gold rings on the back of the Neme represented how many years they had been alive
- I know that Egyptian headdresses often included a cobra.
- I know a range of materials I can use to symbolise a headdress.
- I know how to sketch and label my design.
- I know how to create a design criteria based on what I need to include and what traditional Egyptian headdresses included.

Subject Composite: Children will combine their art and design technology skills to create an Egyptian style pharaoh headdress.

Impact: Children will feel proud of their headdress product and be enthusiastic to engage in the design process in the future.

Working Scientifically– Year 3

Ask relevant questions when prompted

Set up simple practical enquiries, comparative and fair tests

Make systematic observations using simple equipment

With prompting, use various ways of recording, grouping and displaying evidence

Suggest how findings could be reported

With prompting, suggest conclusions from enquiries

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings.

Working Scientifically– Year 4

Ask relevant questions and using different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Science - Year 3 — plants & animals including humans

Intent: Children will develop their understanding of the body's and plant's structures and functions.

Skills, and Knowledge Components Focus:

- Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plant life and growth (air, water, light, nutrients from the soil and room to grow) and how this can vary from plant to plant.
- Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.
- Identify that animals including humans need the right types and amount of nutrition, and that they cannot make their own food.. Animals including humans get their nutrition from what they eat.
- Identify that humans and some animals have muscles and skeletons for support, protection and movement

Sticky Knowledge:

- I know that petals on a flower are usually bright; this is so they attract bees and other insects so that they can collect pollen to make seeds.
- I know the names and location of the parts of a flower and their function: petal, anther, filament, stamen, sepal, stem, ovule, ovary, style, carpel, and stigma.
- I know that during pollination the pollen from the anther on one plant lands on the stigma of another plant and travels down the style.
- I know that during seed fertilisation pollen joins with an ovule to form a seed.
- I know that seeds are then able to grow into plants this is called germination.
- I know the life cycle of a flowering plant.
- I know that animals and the wind can help with seed dispersal.
- I know that the stem carries water and other nutrients from the roots to the rest of the plant;
- I know that the leaves make the food for the plant
- I know that the stem keeps the plant upright so that the sunlight can reach it easier.
- I know that the roots help to 'anchor' the plant in the soil and they absorb water and nutrients.
- I know that plants needs air, water, sunlight, nutrients, room and a suitable temperature to grow.
- I know the food groups and what they provide for the body.
- I know the function of the skeleton and some of the names of the bones in the body.
- I know how muscles move including relaxing and contracting.

Key Vocabulary: water, light, air, nutrients, nutrition, roots, stem, leaves, flower, fertilisation, petals, style, stigma, anther, filament, carpel, stamen, sepal, ovule, pollination, germination, seed dispersal, muscles, skeleton, contract, relax, tendons, joints, vertebrate, invertebrate, skull, ribcage, tibia, fibula, pelvis, humerus, ulna,

Science - Year 4— animals including humans & living things any their habitats

Intent: Children will develop their understanding of how to group creatures. Children will have an awareness of how their digestive system works.

Skills, and Knowledge Components Focus:

- Recognise that living things can out seven life processes.
- Recognise that living things can be grouped in a variety of different ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose a danger to living things.
- Describe the simple functions of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Identify how to care for teeth.
- Construct and interpret a variety of food chains, identifying the producers, predators and prey.

Sticky Knowledge

- I know the seven life processes of living things are: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion & Nutrition (MRS GREN)
- I know that changes to the environment can be natural or caused my humans and can have positive or negative effects. Such as natural disasters, deforestation, pollution, and natural reserves.
- I know that classification means to group plants or animals based on their similarities.
- I know there are five vertebrate backbone groups: mammals, fish, birds, reptiles and amphibians.
- I know that invertebrates without a backbone include: insects, spiders, molluscs (snails and slugs), and annelids (worms).
- I know the arrows in a food chain show the flow of energy.
- I know the basic food chain stages are: producer, primary consumer (prey), secondary consumer (predator).
- I know that animals can be herbivores, carnivores or omnivores and this effects the design of their teeth.
- I know I can help to prevent tooth decay by: limiting sugary foods and drinks, brushing teeth twice daily with a fluoride toothpaste, and have regular dentist check ups.
- I know the types of teeth are: canines (tear & rip), incisors (bite & cut), premolars (hold & crush), and molars (grind).
- I know that digestion breaks down food so that it can used by the body.
- I know the digestive system is made up of the mouth, oesophagus, stomach, small intestine, large intestine and the rectum.
- I know that the oesophagus is a muscular tube which moves food from the mouth to the stomach.
- I know that the stomach is an organ where food is broken down further by stomach acid and churning.
- I know the small intestines absorb nutrients into the body.
- I know the large intestines absorb water into the body and dispose of waste.