

Y3/4 Cycle A Summer MTP: Ancient Egyptians

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
History	<p>Who was Howard Carter and why is he important? SESSION 1A</p>	<p>Who was Howard Carter and why is he important? SESSION 1B</p>	<p>Where and when was Ancient Egypt?</p>	<p>How does Ancient Egyptian farming compare with that of the people of the Stone Age, Bronze Age and Iron Age? SESSION 3A</p>	<p>How does Ancient Egyptian farming compare with that of the people of the Stone Age, Bronze Age and Iron Age? SESSION 3B</p>	<p>What tools did the Ancient Egyptians use?</p>	<p>How and why did the Egyptians build pyramids? SESSION 5A</p>	<p>How and why did the Egyptians build pyramids? SESSION 5B</p>	<p>What is mummification?</p>	<p>The Ancient Egyptians: Who were they and what did they leave behind? ASSESSMENT TASK</p>		
	<ul style="list-style-type: none"> ✓ To know what the role of an archaeologist ✓ To know that Howard Cater was an archaeologist who discovered a tomb in Egypt. ✓ To use historical sources to gain knowledge of Howard Carter's discovery. 	<ul style="list-style-type: none"> ✓ To know that our knowledge of the past is constructed from different sources. ✓ To know that historians can interpret historical sources in different ways and that some sources can be more reliable than others. 	<ul style="list-style-type: none"> ✓ To know that the Egyptians were an ancient civilisation. ✓ To use knowledge of the chronological order of the periods of history previously studied to place the Ancient Egyptian civilisation on a timeline. 	<ul style="list-style-type: none"> ✓ To know the similarities and differences between farming in Ancient Egypt and in Stone Age, Bronze Age and Iron Age Britain. ✓ To use historical knowledge to ask and answer questions. 	<ul style="list-style-type: none"> ✓ To know that Ancient Egyptian farmers used the River Nile differently throughout the year. ✓ To know the similarities and differences between farming in Ancient Egypt and in Stone Age, Bronze Age and Iron Age Britain. ✓ To use historical knowledge to ask and answer questions. 	<ul style="list-style-type: none"> ✓ To know the similarities and differences between the tools used in Ancient Egypt and in Stone Age, Bronze Age and Iron Age Britain. ✓ To know how the inventions of Ancient Egyptian have influenced our modern day lives. ✓ To use historical knowledge to ask and answer questions. 	<ul style="list-style-type: none"> ✓ To know how the Ancient Egyptians constructed pyramids. ✓ To use historical knowledge to ask and answer questions. 	<ul style="list-style-type: none"> ✓ To use historical sources to understand why the Ancient Egyptians built the pyramids. ✓ To use historical knowledge to ask and answer questions 	<ul style="list-style-type: none"> ✓ To know that the Ancient Egyptians used a process called mummification to preserve pharaohs for the afterlife. ✓ To use historical knowledge to ask and answer questions 	<ul style="list-style-type: none"> ✓ To know that we can gain knowledge of the Ancient Egyptians by interpreting the many buildings s and artefacts that remain today. ✓ To know how the culture and technology of the Ancient Egyptians still influence modern day life. 		
Science	<p>How do forces act on objects?</p>	<p>How does friction affect an object's movement? SESSION 2A</p>	<p>How does friction affect an object's movement? SESSION 2B</p>				<p>What is a magnet?</p>	<p>Are all materials magnetic?</p>	<p>How can you make an object magnetic?</p>			
	<ul style="list-style-type: none"> ✓ To know that a force is a push, pull or twist. ✓ To identify examples of different forces e.g., pulling a door open, pushing a trolley etc. 	<ul style="list-style-type: none"> ✓ To describe how things move on different surfaces, making comparisons. ✓ To know that friction is a contact force. ✓ To describe how friction can affect an object. ✓ To begin to ask relevant questions about the world around them. (WS) ✓ To structure questions, with support, to be answered in a scientific enquiry. (WS) 	<ul style="list-style-type: none"> ✓ To describe how things move on different surfaces, making comparisons. ✓ To describe how friction can affect an object. ✓ To know that friction is a contact force. ✓ To use a range of equipment appropriately, including data loggers (e.g., Lux meters), with support, to collect relevant data. (WS) ✓ To know, with support and scaffolding, the most appropriate way to record findings from scientific enquiries. (WS) ✓ To record findings from scientific enquires using 				<ul style="list-style-type: none"> ✓ To know that magnets have two poles. ✓ To know how magnets can attract or repel each other. ✓ To know that a magnetic forces can act at a distance. ✓ To use knowledge of magnets to predict whether the magnets will attract or repel each other, referring to their poles. ✓ To begin to make predictions more generally based on data or observation gathered and analysed. (WS) 	<ul style="list-style-type: none"> ✓ To know that magnets attract some materials and not others. ✓ To compare and group together everyday materials on whether they are magnetic or non-magnetic. ✓ To name and identify magnetic materials. ✓ To report findings from scientific enquiries in a variety of ways, with support, e.g., oral and written explanations, displays, presentations. (WS) ✓ To use secondary sources to support explanations to scientific questions, with help. (WS) 	<ul style="list-style-type: none"> ✓ To know that magnets attract some materials and not others. ✓ To compare and group together everyday materials on whether they are magnetic or non-magnetic. ✓ To make links between observations and data from scientific enquires and research from secondary sources, with support. (WS) 			

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			drawings, labelled diagrams, keys, bar charts and tables, with scaffolding and support. (WS) ✓ To analyse findings from scientific enquiries, with support, to find answers to a question. (WS) ✓ To begin to suggest ways to improve a scientific enquiry process, with support. (WS)			✓ To make links between observations and data from scientific enquires and research from secondary sources, with support. (WS)			
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Art							What skills do we need to make a clay jar? SESSION 1A	What skills do we need to make a clay jar? SESSION 1B	What makes an effective design for a canopic jar? SESSION 2B
							✓ To use pinching, coiling and hollowing techniques effectively to create a jar out of clay.	✓ To know how to add relief patterns to clay to create texture, form and pattern. ✓ To know how to attach clay pieces using scoring and slip. ✓ To know that Sophia Vari was a sculptor who used relief patterns and was influenced by the Ancient Egyptians	✓ To use pinching, coiling and hollowing techniques effectively to create a jar out of clay. ✓ To know how to add relief patterns to clay to create texture, form and pattern. ✓ To know how to attach clay pieces using scoring and slip. ✓ To identify and explain how well their sculpture meets their design, making amendments where necessary.
								What makes an effective design for a canopic jar? SESSION 2A	What makes an effective design for a canopic jar? SESSION 2C
							✓ To use knowledge of pinching, coiling, hollowing, indentation, relief patterns and use of slip to design a canopic jar.	✓ To identify and explain how well their sculpture meets their design, making amendments where necessary.	

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	What are Pulleys and levers? SESSION 1A	What are Pulleys and levers? SESSION 1B	What are Pulleys and levers?	How do we change a product to lift different weights? SESSION 2A	How were pulleys and levers used in Ancient Egypt and how does this compare with today?	How can we adapt a shaduf? SESSION 4B	Which foods contain gluten and yeast?	Is bread all the same?	Why do bakers proof and bench?	How do we bake bread? SESSION 4A	How do we bake bread? SESSION 4B
D&T	<ul style="list-style-type: none"> ✓ To know that pulleys and levers are used to lift, move and carry. 	<ul style="list-style-type: none"> ✓ To know the difference between a lever and a pulley and how they are used to create movement. 	<ul style="list-style-type: none"> ✓ To know how levers and pulleys can be adapted to bear weight. 	<ul style="list-style-type: none"> ✓ [To know how levers and pulleys can be adapted to bear weight.] ✓ To know what a fulcrum is. ✓ To know that varying the position of the fulcrum affects how a lever lifts a load. 	<ul style="list-style-type: none"> ✓ To know that William Armstrong was an engineer who designed the modern-day crane. ✓ To be able to identify differences and similarities in Egyptian Shadufs and modern designs that use pulleys and levers. 	<ul style="list-style-type: none"> ✓ [To know that pulleys and levers are used to lift, move and carry.] ✓ [To be able to identify differences and similarities in Egyptian Shadufs and their own design.] ✓ To use their knowledge of pulleys, levers, wheel movement and fulcrum to evaluate how well their design lifts varying loads. ✓ To know how to improve efficiency of their product. 	<ul style="list-style-type: none"> ✓ To know that the Ancient Egyptians developed fermentation ✓ To know some foods that contain gluten and yeast. 	<ul style="list-style-type: none"> ✓ To know how food processing can affect the taste, appearance, texture and colour of bread. 	<ul style="list-style-type: none"> ✓ To understand the need for covering dough to maintain hygiene during benching and proofing. ✓ To know how to effectively disinfect surfaces. ✓ To know how to knead and why a floured surface is required. 	<ul style="list-style-type: none"> ✓ To know how to weigh dry ingredients using scales. ✓ To know how to use a measuring jug. ✓ To know how the bread recipe can be altered by adding additional ingredients. 	<ul style="list-style-type: none"> ✓ [To know how food processing can affect the taste, appearance, texture and colour of bread.] ✓ [To understand the need for covering dough to maintain hygiene during benching and proofing.] ✓ [To know how to effectively disinfect surfaces.] ✓ [To know how to knead and why a floured surface is required.]
				<p align="center">How do we change a product to lift different weights? SESSION 2B</p> <ul style="list-style-type: none"> ✓ To know how to adapt a lever and a pulley based on load weight. 	<p align="center">How can I adapt a shaduf? SESSION 4A</p> <ul style="list-style-type: none"> ✓ To use research and historical knowledge to inform designs for a Shaduf, including labelled sketches and instructions. ✓ To be able to identify differences and similarities in Egyptian Shadufs and modern designs that use pulleys and levers. 						