







Summer 1: How do we organise ourselves?		
Driver: History		
Outcome: DT: What can we learn from the Egyptians?		
<b>Core Text:</b> Gods and Goddesses of Ancient Egypt: Egyptian Mythology for Kids (focus on Sun-God Ra) DK Findout! Ancient Egypt	<b>Writing Genres:</b> Information text Non-fiction report	
<b>Key vocabulary</b>		Ancient Egypt, pyramid, afterlife, hieroglyph, Tutankhamun, mummification, pharaoh, light source, shadow, reflect, pulleys, desktop publishing
Subjects:	Learning Objectives:	Activities
<b>Science:</b> Light	I can recognise that we need light in order to see things and that dark is the absence of light. I can recognise that light from the sun can be dangerous and that there are ways to protect our eyes.	(4) <i>Observing and measuring:</i> Investigate the nature of darkness, light and sight with a torch, a cardboard box and pencil holes. Use findings to draw conclusions on how light travels in straight lines and our dependence on light to see. <i>Performing Simple Tests and Using Equipment:</i> Which pair of sunglasses will be best for protecting our eyes? <i>Using Books, Videos, the Internet, People and Photos to Find Answers:</i> How does the sun make light? Cross-curricular links: Explore why the AE's thought the sun was so important: they believed that the sun was the giver of life (RA)
<b>History:</b> 	Use an increasing range of common words and phrases relating to the passing of time -Use a variety of resources to find out about aspects of life in the past Begin to evaluate the usefulness of a variety of sources -Note connections, contrasts and trends over time and show developing appropriate use of historical terms -Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	(8 lessons) Project introductions and questions sheet. Explore when the Ancient Egyptians ruled and where this sits in our timeline of events we have looked at so far at JK- discuss how overlapping occurred. Explore AE life, compare to modern life Explore Tutankhamen and mummification. Use a range of sources to analyse and answer questions; evaluate the effectiveness of sources (primary/secondary). Incorporate history vocabulary
<b>Design and Technology:</b> 	Understand how mechanical systems such as levers and linkages or pneumatic systems create movement	(STEM week) Explore how the AE built pyramids using levers, and attempt to create own large lifesize pyramid Explore AE pyramids and how these were built [history/DT] Plan how we will build our own pyramid Design and build lesson x 2 Evaluate lesson
<b>Computing:</b> 	Digital literacy- creating media and desktop publishing	Publish information text and learn about how they can edit, add images and experiment with design elements of their own published digital work
<b>PSHE</b> 	Citizenship & British values- sense of community, participation, world of work Identify how community facilities work and compare these with Ancient Egyptian communities	(2 lessons) Chn to explore and identify which communities they are a part of and know. Compare known communities to AE communities (having the same belief makes you a part of a community). How are they similar/different? Produce a map of their school community
<b>Action/Exhibition:</b> Exhibition: Create a pyramid with pulleys and levers		
<b>Trip ideas</b>		Horniman museum- Ancient Egyptian workshop
To be taught in a block and evidenced through floor books		 <b>RE: Islam: Visual Art:</b> What does Islamic art teach us about Allah?   <b>PSHE:</b> Feeling sad and making choices