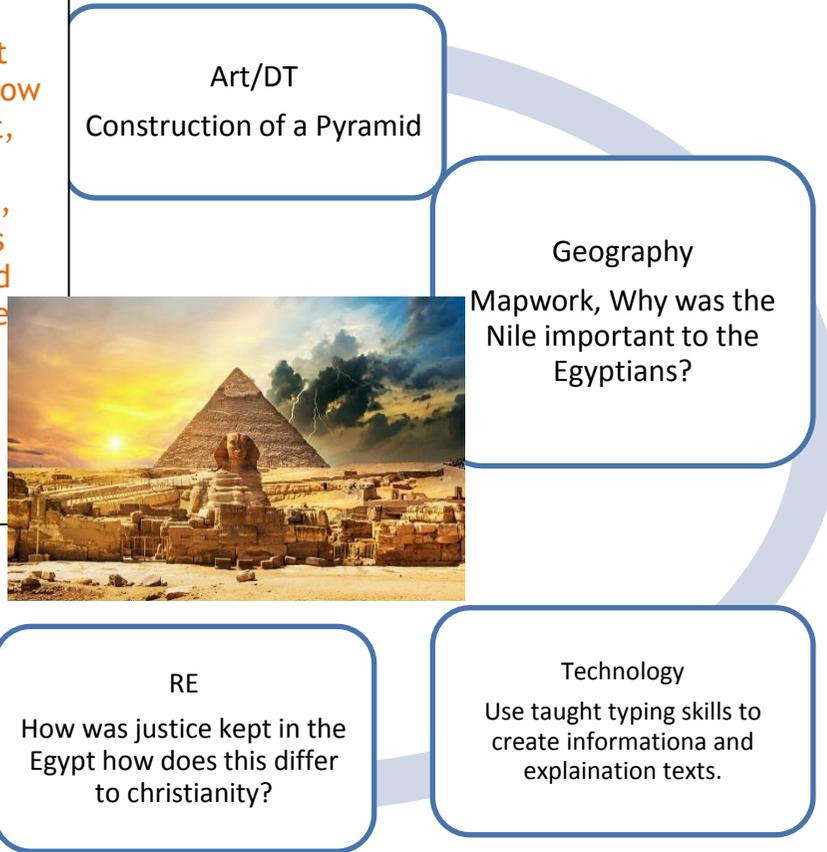


**Summer 1 Curriculum Unit- The Egyptian.**

Children will be able to describe that the past can be split into periods, know facts and characteristics about Egypt, ask and answer questions about Egyptians using not just observations, identify some ways that the past was represented, use specialist terms and communicate learning, make reasonable judgments about the validity of representations of the past, answer questions and ask them by selecting and combining information from sources.



**Key Learning:-**

- ❖ Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- ❖ They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**As Artists,** we will look at Egyptian hieroglyphics and Pyramids.  
**As Historians** we will look at the history of the Egyptian people and contrast this to life now. We will think about how things have changed over time.  
**As Geographers** we will locate where the Ancient Egyptian people lived using four and six figure references and why the Nile was important for the Egyptians.  
**In RE,** we will look at rules in the Christian faith and compare with the Egyptian justice system and explore the trends and changes over time.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality Soar in Faith	Nurture Soar in Talents	Wisdom	Serve others courageously
Children will have the opportunity to show resilience in answering research questions. Reciprocity; working in groups to research. Reflection; critiquing and	Children will present their learning individually and in groups to their peers	Be curious about Egyptian life and death. Who was Tutankhamen?	What if our understanding of Egyptian justice helped us respect our British and	Flourish and excel in imagination and creativity Use God-given talents and understanding to benefit others	Respond to the knowledge of others. Ask and answer questions to further understanding of how ancient	Respond to the knowledge of others. Ask and answer questions to further understanding

evaluation information and their own work.			Christian values for life.		civilisations have affected our world.	
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Children will be made aware of the new focus for learning in previous term  Letters to parents prev term	Why is it important to learn about the Egyptians?	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, maths, geography, RE and computing	Children will present their learning in different ways to peers. Question and answer session	Display
<b>Links to British Values</b> Investigating the laws and democracy in the Egyptian times, how were crimes punished. What did individual liberty look like in Egyptian times? Was it available to all?			<b>Other Resources</b>		
<b>Parental involvement</b> Homework			<b>Links with Experts /visitors/visits</b> Bolton museum Egyptian exhibition.		