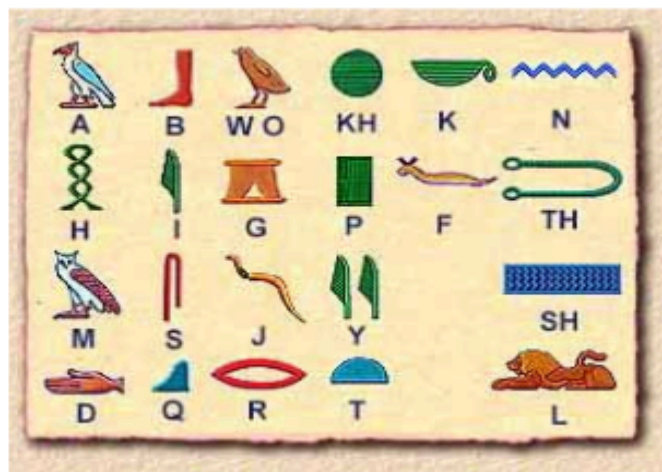


<b>Tombs &amp; Treasures - the Ancient Egyptians</b>	<b>Year 4 Summer 1</b>
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	Prior Knowledge	New Knowledge	Future Knowledge
<b>History</b>	Changes in Britain from the Stone Age to the Iron Age: Survival during the Stone Age Skara Brae & Stonehenge Copper mining in the Bronze Age Hillforts Druids. (Y3) The Roman Empire and its impact on Britain Julius Caesar's attempted invasions & Claudius' invasion The British Resistance and Boudica The Roman Army Impact on technology, culture and beliefs – Roman mosaics, Roman Roads, Roman Gods	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: The names of some early civilisations: Ancient Sumer; Indus Valley; Ancient Egypt; Shang Dynasty A depth study of Ancient Egypt: Daily life in Ancient Egypt – comparisons to modern life Ancient Egypt social pyramid Mummification Pharaohs including Tutankhamun Howard Carter – the discovery of Tutankhamun's tomb. Egyptian Gods & Goddesses.	The study of the Roman Empire and its impact on Britain (including the attempted invasions of Britain and the Roman army). (Y4) A non-European society that provides contrasts with British history – the Kingdom of Benin (West Africa) c. AD 900-1300. (Y5) Ancient Greece – a study of Greek life and achievements and their influence on the western world. (Y6)

Key Questions	Key Individuals	Key Vocabulary
How did Early Egypt begin and what was it like there?  How did Ancient Egypt change during the Old Kingdom?  What changes took place from the Old Kingdom up to the end of the Egyptian Empire?  How did historians and archaeologists discover information about the ancient Egyptians?  Why was Howard Carter's discovery so important?	<b>Tutankhamun</b> (reigned 1332 - 1323 BCE) the youngest Pharaoh, famed for his burial tomb in the Valley of the Kings. <b>Ramses II</b> (1279 - 1213 BCE) one of the greatest Pharaohs of Ancient Egypt. He was the third Pharaoh of the Nineteenth dynasty. <b>Cleopatra VII</b> (69 - 30 BCE) is often considered the last Pharaoh of Egypt. She helped to maintain power by making alliances with famous Romans such as Mark Antony & Julius Caesar. <b>Howard Carter</b> (1874-1939) an English archaeologist. He was the man who found King Tutankhamun's tomb in 1922.	<b>Canopic jars</b> - Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach. <b>Hieroglyphics</b> - A type of writing that used a combination of pictures and symbols . <b>Mummification</b> - The process of preserving a body after death in preparation for the afterlife. <b>Papyrus</b> - A plant that grew on the banks of the Nile. It was used as an early version of paper. <b>Pharaoh</b> - The supreme ruler of all of Ancient Egypt. <b>Sarcophagus</b> - A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.



<b>Curriculum Leaflet</b>	<b>Year 4 Summer I</b>
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**Year 4 will be exploring the topic: ‘ Tombs and Treasures - The Ancient Egyptians.’ This unit of work will have a specific focus on Egyptian life and Pharaohs, such as Tutankhamun.**

Maths	English	Home
<p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"> <li>● Make a whole with tenths and hundreds</li> <li>● Partition and Flexibly partition decimals</li> <li>● Compare and order decimals</li> <li>● Round to the nearest whole number</li> <li>● Halves and quarters as decimals</li> </ul> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>● Write money using decimals</li> <li>● Convert between pounds and pence</li> <li>● Compare amounts of money</li> <li>● Estimate and calculate with money</li> <li>● Solve problems with money</li> </ul> <p><b><u>Telling the time</u></b></p> <ul style="list-style-type: none"> <li>● Years, months, weeks and days</li> <li>● Hours, minutes, seconds</li> <li>● Convert between analogue and digital times</li> <li>● Convert to and from the 24 hour clock</li> </ul>	<p><b>We will be studying:</b></p> <p><i>The Story of Tutankhamun</i>, by Patricia Cleveland-Peck</p> <p><b><u>Writing focus</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>Diary Entry</u></b> Elaboration is used to reveal the writer’s emotions and responses. Use of abstract nouns. Use emotive language to show personal response, e.g. the fabulous showcase inspired me.</li> <li>● <b><u>Narrative</u></b> Writing from the character’s perspective. Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to the key event.</li> <li>● <b><u>Instructional Writing</u></b> Writing a set of instructions of the mummification process. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, using simple organisational devices Variation in sentence structures, e.g. While the... As the... Include adverbs to show how often, e.g. additionally, frequently, rarely.</li> </ul>	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> <li>● Researching the Ancient Egyptians through reading books and accessing websites such as BBC Bitesize.</li> <li>● Visiting the library to read a variety of fiction and non fiction texts.</li> <li>● Visiting museums, such as the British Museum to see Ancient Egyptian artefacts in person or take a virtual tour online.</li> <li>● Accessing weekly home learning tasks via Google Classroom</li> <li>● Supporting the development of times tables skills via regular practice on Times Tables Rock Stars</li> <li>● Read daily at home and record this in your child's contact book. Ensure reading books are changed weekly.</li> <li>● Accessing MyMaths for weekly maths homework (KS2)</li> </ul>