

<p><b>Year Group:</b> 4</p> <p><b>Name of project:</b> Finders Keepers! Ancient Egypt</p> <p><b>Term:</b> Autumn</p>	<p><b>Summary of current hook:</b></p> <p><b>Initial Hook-Afternoon:</b> Rotation of 3 activities: 1) Mystery suitcase – investigate the items in the suitcase and use inference skills to deduce who it might have belonged to 2) Archaeological dig – variety of Egyptian artefacts buried in sandpit for the children to discover and decide what their use/ purpose was 3) ‘Where in the world are we?’ Children to unpick the clues given in a diary entry from an archaeologist...</p> <p><b>Mid-Project Hook:</b> Mummification workshop ‘Portals to the Past’</p>	<p><b>Summary of current celebration:</b></p> <ol style="list-style-type: none"> <li>1. Children to construct pyramids, inspired by the Egyptians, with a variety of different materials</li> <li>2. Children to use their Embalmer’s Guides (created in a project session) to show their parents how to mummify a tomato.</li> <li>3. Egyptian art in the studio – each table to have a different media type (powder paint, watercolours, sketching pencils and collage materials) so that the children can create a picture based on Egyptian artefacts.</li> </ol>
<p><b>Learning Journey</b></p> <p>Why were the achievements of the Egyptians so significant? The three achievements being focused on are: the pyramids, mummification and the river Nile.</p> <p><b>History - KS2 Overview and Attainment Targets:</b></p> <ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• They should <b>note connections, contrasts and trends over time</b> and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about <b>change, cause, similarity and difference, and significance</b>.</li> <li>• They should <b>construct informed responses</b> that involve thoughtful <b>selection and organisation of relevant historical information</b>.</li> <li>• They should understand how our knowledge of the past is constructed from a <b>range of sources</b>.</li> <li>• <b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</b></li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping</li> </ul> <p><b>Art:</b> Children explore and design their own clay tile, inspired by Egyptian gods and hieroglyphs.</p> <p><b>Computing/DT:</b> Children research food eaten by the ancient Egyptians and taste some of it. Then design their own Egyptian bread.</p> <p><b>Dance/PE:</b> In small groups, children design a dance based on different aspects of Ancient Egyptian life, for example: mummification, building pyramids, etc.</p>		
<p><b>What are the current curriculum links to maths and English?</b></p> <p><b>English:</b> <i>Newspaper Reports:</i> Children to write a newspaper article about the about the discovery of Tutankhamen’s tomb. <i>Historical Narrative:</i> Using the book ‘Tomb Raiders as inspiration,’ the children wrote their own historical narrative about the discovery of a special tomb. <i>Diary entry:</i> Children write diary entries from the perspective of Howard Carter and the Waterboy on the discovery of the tomb. <i>Horrible Histories style non-chronological report:</i> Children write a non-chronological report about mummification or pyramids in the style of a Horrible Histories book.</p>		<p><b>Curriculum Facilities</b></p> <p>Art studio – Children to create their own clay tile, inspired by Egyptian gods and hieroglyphs Drama studio – Role play of Howard Carter’s discovery Teaching Kitchen – Egyptian bread making (cooking project in DT)</p>
<p><b>Integrity</b></p> <p><i>What opportunities are there for children to develop integrity and moral principles within the project?</i></p> <p>Consistent debate and the respecting of others views to form a balanced argument. Opportunities to learn from others and work in groups. Empathetic opportunities from 1<sup>st</sup> person accounts, videos and stories.</p>	<p><b>Ambition</b></p> <p><i>How are all children encouraged to struggle? Question? Make discoveries? Have a voice?</i></p> <p>Making discoveries through investigating the past using different sources e.g. pictures, historical recounts, artefacts. Respectful sharing of opinions and reflections e.g. ‘I agree with...I disagree with...’ Heavily resourced to engage and excite, including artefacts.</p>	<p><b>Respect</b></p> <p><i>How does the project currently address wider world matters and celebrate differences?</i></p> <p>Respectful sharing of opinions and reflections e.g. ‘I agree with...I disagree with...’ Respect and inclusion of each group member and their ideas. Respect of different cultures and ways of life.</p>
<p><b>Growth Mindset</b></p> <p><i>How does the project currently encourage children to have growth mindset?</i></p> <p>Children are encouraged to question and share their opinions through LTE style sessions. Thought provoking questions given which will make the children struggle, query and debate – teachers to facilitate this. High expectation and purpose clear throughout.</p>	<p><b>Critical Thinking</b></p> <p><i>What are the opportunities for critical thinking throughout the project?</i></p> <p>Why was the afterlife significant to Egyptians? Why were the achievements of the Egyptians so significant? Who really built the pyramids? What was life like on the River Nile? What can AE teach us about our own language? Why was the afterlife so important?</p>	<p><b>A school within a garden</b></p> <p><i>How are the school gardens being used effectively and meaningfully within your project?</i></p> <p>Archaeological dig in sand pit to find artefacts. Walking timeline (British events and Egyptian events) around the school. Treasure hunt for facts about the Pyramids Stage Garden for role play.</p>