

Ancient Civilisations

- Curriculum Driver

Year 3/4 Summer Term A

Topic Question: What can we learn from Ancient Civilisation?

Linked texts: Archaeology: 100 facts (John Farndon), Sumar and Ancient Mesopotamia (Technology in the Ancient World) (Charlie Samuels), Ancient Egypt (DK Pocket Eyewitness) (DK), Ancient Egypt (Facts and Artefacts) (Anity Croy), Geography Matters in Ancient Egypt (Melanie Waldron), Daily Life in Ancient Egypt (Don Nardo), The Ancient Egyptians: Clever ideas and Inventions from Past Civilisations (The Genius of) (Sonya Newland)

Trips/Visitors:

Topic Composite/Finale: create a way to present knowledge of Ancient Civilisations e.g., a non-chronological report, poster, fact file, description or presentation.

Prior Learning Topic: (Y3/4) Through the Ages (Stone Age, Bronze Age, Iron Age), Emperors and Empires

Future Learning Topic: (Y5/6) Groundbreaking Greeks, Dynamic Dynasties

History

Intent: the children will learn about when and where the earliest civilisations appeared (including Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty) and will introduce them to the amazing achievements of each civilisation. They will also look into Ancient Egypt in more detail, including location, landscape, way of life and artefacts including Tutankhamen, tombs, pyramids and burial sites.

Hooks from old learning (Y3/4) Through the Ages (Stone Age, Bronze Age, Iron Age), Emperors and Empires

Skills and Knowledge Components Focus

Year 3

Order events over a larger timescale

Question why something happened and how it impacted people.

Year 4

Beginning to think about the impact of historical events/people

Question why something happened and how it impacted people long term.

Sticky Knowledge:

Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

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 Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

Key Vocabulary: ancient, civilisation, settlement, farming, village, town, city, BCE/CE, chronology, technology, culture, belief, tradition, trade, money, structure, engineering, archaeology, artefacts, hieroglyph, papyrus, tomb, sarcophagus, mummification

Subject Composite: the children will create a way to present their knowledge of this topic, e.g., a non-chronological report, poster, fact file, timeline, description, or presentation.

Impact: Children will further develop their historical understanding of chronology, ancient civilisation, ancient Egypt and be able to ask questions on the long-term impacts of these times.

Hooks for new learning (Y5/6): Groundbreaking Greeks, Dynamic Dynasties

RE

Intent: Summer 1: In 'What do Christians learn from the Creation Story?', children learn the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible

Summer 2: In 'How and why do people try to make the world a better place?' pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.

Hooks from old learning (YR;Y1/2):

Skills and Knowledge Components Focus

Year 3

Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.

Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.

Ask important questions about life and compare their ideas with those of other people.

Year 4

Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.

Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.

Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.

Sticky Knowledge: Describe what a believer might learn from a religious text. Reflect and respond thoughtfully. Make links between beliefs (teachings, sources, etc) of different religions studied and show how they are connected to believer's lives. Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.

Key Vocabulary: creation, catholic, big story, responsibility, sin, steward, interpret, genesis, fall, temptation.

Subject Composite: Children will be able to explain the key messages of the Creation story and Christians are called to look after God's world. They will demonstrate this in an explanation and presentation in class.

Impact: children learn the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible

Hooks for new learning (Y5/6): Creation and science, conflicting or complimentary?

Science

Intent: children learn about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make an electrical game.

Hooks from old learning: (Y3/4) Light

Skills and Knowledge Components Focus

Year 3

Identify differences, similarities or changes related to simple scientific ideas and processes

Year 4

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Sticky Knowledge:

Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

Key Vocabulary: electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol.

Subject Composite: children will use their knowledge and understanding of circuits and conductors to create an electrical game

Impact: children will learn about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors.

Hooks for new learning (Y5/6): Electricity

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Art and Design

Intent: Explore techniques used to create Ancient statues, statuettes and figurines and use images of sculptures to sketch and create Ancient Sumer style clay statues.

Summer 1 - In 'Statues, Statuettes and Figurines' children explore the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.

Summer 2: In 'Islamic Art' children learn about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns..

Hooks from old learning: (YR, Y1/2) Funny faces and fabulous features, (Y3/4) People and places

Skills and Knowledge Components Focus

Year 3

Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.

Different pencils for different purpose and effects.

Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.

Manipulating clay using fingers and tools.

Draw outlines with reference to size and shape.

Begin to research great artists and designers through time.

Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.

Year 4

Begin to experiment with different tools for line drawing.

Talk about their intention and how they wanted their audience to feel or think.

Begin to critique their own and others' work alongside set criteria.

Key Vocabulary: artists, sketch, statues, statuettes, figurines, figure, ancient, Islamic, geometric, motif, clay, relief sculpture, constructive feedback,.

Subject Composite: children create their own sketches, 3-D clay figures, patterns and motifs (using clay).

Impact: Children explore ancient and Islamic art and use these as a stimulus to create their own sketches, Sumer style 3-D sculptures, patterns and motifs in clay using a range of artistic materials.

Hooks for new learning (Y5/6): Expression and Taotie.

Design Technology

Intent: children learn about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.

Hooks from old learning: (YR, Y1/2) Taxi, Uses of materials.

Skills and Knowledge Components Focus

Year 3

Explain what they are making, why they are making it and what they will need to use

Explore and analyse existing products

Suggest ways of improving their own and others' work

Explore different ways of joining things together

Year 4

Explain what they are making, why they are making it and what they will need to use, using the design criteria

Know and choose which equipment is used for cutting, shaping joining and finishing.

Know the characteristics of materials and components and select, depending on use

Suggest ways of improving their own and others' work based on how effective the product is

Key Vocabulary: ancient, machine, lever, axle, pulley, plane, wheels, diagram, effect, simple machine, prototype.

Subject Composite: The children design and make a simple machine, then demonstrate and evaluate their successes and areas for improvement.

Impact: children will learn about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.

Hooks for new learning (Y5/6): Moving mechanisms, Engineer

Computing

Intent: In Email (Y3), children think about different methods of communication, open and respond to an email using an address book, learn how to use email safely, add an attachment to an email and explore a simulated email scenario

Summer 2: In branching databases, children sort objects using just 'yes' or 'no' questions, complete a branching database using 2Questions and create a branching database of the children's choice.

Hooks from old learning: (YR, Y1, Y2) Online Safety and PM, Technology Outside School, Online Safety, Effective Searching, Grouping and Sorting, Pictograms, Spreadsheets and Questioning.

Skills and Knowledge Components Focus

Year 3

Use different font sizes, colours and images purposefully.

Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.

Open received emails and save attachments to appropriate place.

Year 4

Know how to use digital tools responsibly to communicate

Use search technologies effectively and safely.

Use technology to collect and present data and digital content.

Key Vocabulary: address book, attachment, BCC, CC, communication, compose, email, inbox, password, personal information, save to draft, trusted contact, binary tree, branching database, data, database and debugging.

Subject Composite: Children will think about the different methods of communication, open and respond to an email, write an email to someone from an address book, learn how to use email safely, learn how to use email safely, add an attachment to an email and explore a simulated email scenario.

Impact: Children will be able to list a range of different ways to communicate, use 2Connect to highlight the strengths and weaknesses of each method, open an email and respond to it, send emails to other children in the class, have written rules about how to stay safe using email, contribute to classmates' rules, create a quiz about email safety which explores scenarios that they could come across in the future, attach work to an email, know what CC means and how to use it, read and respond to a series of email communications and can attach files appropriately and use email communication to explore ideas.

Summer 2: Children will know how to understand how YES/NO questions are structured and answered, have used YES/NO questioning to play a simple game with a friend, explain why they choose a particular question to split their database, have contributed to a class branching database about fruit, have completed a branching database about vegetables, choose a suitable topic for a branching database, select and save appropriate images, create a branching database and know how to use and debug their own and others branching databases.

Hooks for new learning (Y4, 5/6): Online Safety, Blogging, Databases, Quizzing and Spreadsheets with MS Excel or Google Sheets.

Music

Intent: The unit is focussed around the song Blackbird by The Beatles. The children will listen and appraise the song Blackbird and other songs, participate in musical activities and perform and share their learning.

Summer 2: The unit is focussed around Reflect, Rewind and Replay. This unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

The children will learn:

- Lyrics: what the song is about
- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

Hooks from old learning: (YR, Y1, Y2) All previous music units.

Skills and Knowledge Components Focus

Year 3

Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction).

Maintain a simple part within an ensemble.

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response).

Compose and perform simple melodies (limited notes).

Start to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances

Use musical dimensions together to compose music

Describe different purposes of music in history/ other cultures.

Year 4

Sing in tune, breathe well, and pronounce words, change pitch and dynamics.

Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.

Compose and perform melodies using three or four notes

Create accompaniments for tunes using drones or melodic ostinatos

Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe

music-duration, timbre, pitch, dynamics, tempo, texture, structure,

rhythm, metre, riff, ostinato, melody, harmony.

Key Vocabulary: beat, pace, rhythm, pulse, melody, texture, timbre,

pitch, dynamics, tempo, structure, shape, pattern, notate, phrase

Subject Composite: Children will be able to create their own sounds, based on the style they have listened to. They will prepare this for a performance.

Impact: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

Hooks for new learning (Y5/6): All future units. Introduce new rhythm

syllables. Introduce a new genre of listening pieces. Use different stimulus to inspire composition.

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Spanish

Intent: In 'Time to Eat!', children learn to recognise and repeat key vocabulary about food, use determiners for identifying quantities in making polite requests, give a preference for or against things describe the colour (s) of an object by modifying adjectives, use adjectives accurately to describe food items and have short conversations about food (in Spanish).

Hooks from old learning: (YR, Y1/2) Spanish not taught in KS1

Skills and Knowledge Components Focus

Year 3 and 4

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

describe people, places, things and actions orally and in writing

Key Vocabulary: Una manzana [an apple], dos peras [two pears], tres ciruelas [three plums], cuatro fresas [four strawberries], cinco naranjas [five oranges], un pastel [a cake], un helado [an ice cream], un bocadillo [a sandwich], un trozo de queso [a piece of cheese], una salchicha [a sausage], una piruleta [a lollipop], una magdalena [a cupcake], jamón [ham], pan [bread], un trozo de sandía [a piece of watermelon].

Subject Composite: children will present their knowledge of the time in Spanish to another class.

Impact: all children should be able to follow a story and join in the repeated parts, say what foods from a set they like/dislike, describe the colour of an object and ask politely for something.

Hooks for new learning (Y5/6): All future Spanish lessons.

PSHE

Intent: Summer 1: In 'Relationships', children fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta' Piece 3: Memory Box

Summer 2: In 'Changing Me', fit together the six pieces of learning about Changing Me to create the Tree of Change display: Pieces 4 & 6: Circles of Change Book

Hooks from old learning: Previous 'Relationships' units for each Year Group. Previous 'Changing Me' units for each Year Group.

Skills and Knowledge Components Focus

Year 3/4

explain how their life is influenced positively by people they know and also by people from other countries.

explain why their choices might affect their family, friendships and people around the world who they don't know.

Summer 2:

explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Key Vocabulary: Relationship, Close, Jealousy, Problem-solve Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Souvenir, Memento, Memorial, Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure Personal, Comfortable, Special, Love, Appreciation, Symbol, Care

Summer 2: Personal, Unique, Characteristics, Parents, Gene, Sperm Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Making love Having sex, Sexual intercourse, Fertilise, Feelings, Puberty, Menstruation, Menstrual Cycle, Periods, Menstrual Pads, Period Pants, Tampons, Vulva, Oestrogen, Fallopian Tube, Responsibilities, Carers, Characteristics, Language, Mannerisms, Influence, Conception Circle, Seasons, Change, Control, Range of emotions, Control, Acceptance, Looking forward, Excited, Nervous, Anxious. Happy

Subject Composite: children fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta' Piece 3: Memory Box

Summer 2: children fit together the six pieces of learning about Changing Me to create the Tree of Change display: Pieces 4 & 6: Circles of Change Book

Impact: children learn to recognise jealousy in relationships, identify people they love, tell you about someone they no longer see, recognise that friendships change, understand what having a boyfriend/girlfriend might mean and show love and appreciation to people and animals that are special to them.

Summer 2: children understand that at puberty, a woman's ovaries start working and release the eggs once a month. In boys their testicles start making sperm. If a sperm and a woman's egg meet, then a baby will start to grow. The baby grows in the mother's womb until it is ready to be born. The baby gets all the nutrients it needs to grow and develop from the mum. A woman's hips get wider so the baby can be born.

Hooks for new learning (Y5/6): All future 'Relationships' and 'Changing Me' units.