

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: Mrs Green	TA: Mr McIntyre	CLASS: 4	TOPIC: Ancient Egypt	TERM: Spring	Expected length of topic: 6 weeks
Core value: Rule of law		Book:			

<p>KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW</p> <p><i>Develop their understanding of the wider world in a historical context as they explore ancient Egypt in depth.</i></p> <p><i>Extend their knowledge of timelines, looking at the beginning and end of ancient Egypt.</i></p> <p><i>Understand the use of evidence to make historical claims and the methods of historical enquiry.</i></p> <p><i>Understand the importance of evidence from Egyptian paintings, sculpture, jewellery, artefacts from Tutankhamun's tomb, the Rosetta Stone and archaeological sites in helping us to build a picture of the Egyptian civilisation.</i></p>			<p>RESOURCES</p> <p>Dictionaries / Reference books Atlases Rope/ribbons Internet Cardboard Tin foil Material for jewellery making Images of Rosetta Stone and hieroglyphics Clay Straws Cellotape Wooden sticks String</p>	<p>USEFUL WEBSITES</p> <p>www.britishmuseum.org</p>
<p>Inputs – engaging and exciting the children</p>			<p>How could you use P4C in this topic? What other speaking & listening opportunities are there?</p> <ul style="list-style-type: none"> • Participating in discussions, presentation, performances, role play, improvisations and debate. • To begin to understand the rule of law and the justice system in our society. 	<p>How will you address the core value that you have identified?</p> <ul style="list-style-type: none"> • Look at the range of diversity in the St Peter's community and consider practices and activities that support the rule of law. • Address the issues in RE lessons and link into Moses unit.
<p>What opportunities are there for active learning? (e.g. which of the 25 ways of teaching without Talking will you use?)</p> <ul style="list-style-type: none"> • Creating scale models of the Great Pyramid (D&T) • Designing and creating a cartouche (ART) • Designing and creating Egyptian-style jewellery (D&T) • Sketching and painting (ART) 	<p>What will you do on your immersion days/theme weeks?</p>			
<p>What will your role play area look like?</p> <ul style="list-style-type: none"> • Wall display with key events. • Egyptian artefacts. • Works created by children displayed on wall. 				

<p>Where will you go (<i>trips/visits/visitors</i>)</p> <ul style="list-style-type: none"> • British Museum. • Local/British Library 	<p>What lessons will you teach outside?</p> <ul style="list-style-type: none"> • School trip to British Museum. • Local or British Library – gather evidence 	<p>What writing opportunities are there?</p> <ul style="list-style-type: none"> • Poetry – inspired by the pyramids. • Diary entry – viewpoint of Howard Carter. • Instruction – create and design Roman artefacts. 	<p>Outcomes – making the work meaningful and purposeful</p> <p>What are the display /project/home learning opportunities?</p> <ul style="list-style-type: none"> • Home learning will be linked to Topic. Children given a 4 weeks project. 	<p>Outcomes – For whom will you perform? What other celebration will you have? Parent engagement? (<i>link to theme week</i>)</p> <ul style="list-style-type: none"> • Welcome Wednesday to be linked to Topic. • Parents/carers to support children at home with project.
<p>What will you make?</p> <ul style="list-style-type: none"> • Scale model of the Great Pyramid. • A cartouche featuring hieroglyphics. • Egyptian style-jewellery. • Painting of the famous death mask of Tutankhamun. 	<p>What opportunities are there for using technology in your teaching?</p> <ul style="list-style-type: none"> • Use laptops to research information. • Use google map to locate countries and understand key aspects of physical and human geography. • Computer software to help with design and creating model. 	<p>What legacy will this learning leave?</p> <ul style="list-style-type: none"> • Learn about the Roman legacy – exploring the things that the Romans brought which affected our subsequent history and even our language • An understanding of British values – in particular the rule of law and tolerance of others with different faiths and beliefs. 		