

Theme	Who am I?
Primary focus	History
Values	Honesty/ Responsibility

Term	Autumn
Duration	9 weeks
Nursery & Reception	All about me
Year 1	Marvellous Me
Year 2	Heroes and Villains
Year 3	Egyptians
Year 4	Dudley Castle and Medieval times
Year 5	The Solar System
Year 6	The Black Country/ Victorians

Please fill in the table on the next sheet for your planning on topic 1. The theme is centred on history and is called Who am I?

This unit should focus on the history skills that are in the curriculum.

Although we can base it on our topic 1 plans from last time I would reflect on what worked and what did not. Also with staff movement it is a chance to bring in fresh ideas. For example, in year 2 we will be keeping the core idea but narrowing the focus to being primarily about Florence Nightingale and the NHS.

You will also need to ensure that there is a **big question** and a **knowledge organiser** to run alongside this.

The main outcome is expected to be a history one where the pupils learn how to find information, remember key dates and facts etc. However there is a further expectation that the pupils are taught through another medium, for example, in year 6 they should know a lot about the geography of the Black Country.

Remember we will have limitations regarding things like trips etc at this stage

Any history related questions should be asked towards myself or Fiona

To ensure curriculum coverage certain subjects will be specifically timetabled. For example we will be putting in a specific ICT session, Science for KS2 and an extra PE. These will all need to be taught. So please make sure you are familiar with what you should be teaching in these.

In addition to this, there will be a MFL day every unit (4 across the academic year). This will happen every 4th week of the unit

on the Friday. This will be a whole day devoted to the initial learning of a language. The language we have chosen is Spanish. Where possible you can link this to your topic. This will be an off timetable day with Spanish activities recorded both in books and verbally through the ipad.

'WHO AM I?'

The Big Question

Was it fun to walk like an Ancient Egyptian?

What are the pupils learning?

Life in Ancient Egypt, events and time on timelines, how life then compares to life now.

Children will use a variety of different techniques to discover and communicate their findings including Mantle of the Expert, drama, books, artefacts, ICT...

What is the overall learning outcome? What is it that the children will have as an end to the unit of learning?

Children will create their own Ancient Egyptian artefact and create a museum for another year group or parents. They will be the curators and talk about their artefact and what they have learnt.

What skills are you teaching? (across 10 weeks of learning)

Wk1	<ul style="list-style-type: none"> Observe small details – artefacts, pictures look at representations of the period – museum, cartoons etc Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied. 	Wk6	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Look at representations of the period – museum, cartoons etc Communicate knowledge through discussion, drama, writing
Wk2	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Look at representations of the period – museum, cartoons etc 	Wk7	<ul style="list-style-type: none"> Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Make drawings with labels when designing Select tools and techniques for making their product Work safely and accurately with a range of simple tools Evaluate their product against original design criteria e.g. how well it meets its intended purpose Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Wk3	<ul style="list-style-type: none"> As above- Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... 	Wk8	

	<ul style="list-style-type: none"> • Writing.. • Using ICT... 	
Wk4	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied • Select, and use appropriately, a variety of materials and techniques in order to create their own work. • Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). 	Wk9
Wk5- PHSE link	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Look at representations of the period – museum, cartoons etc • Communicate knowledge through discussion, drama, writing 	

What tasks enable you to achieve this? (across 10 weeks of learning)

Wk1	<p>Marvellous Me- settling in and transition/Circle Time (Evidence?)</p> <p>Intro - taking on a big job – using drama.</p> <p><u>Commission Letter and package</u> (Wow) BMAG –want to open new exhibition called – Was it fun to walk like an Ancient Egyptian?</p> <p>Provide key vocabulary</p> <p><u>Whole Group TASK</u> – unpack objects and discuss what they tell us</p> <p>Use props to encourage pupils to talk more</p> <p><u>Small Group task</u> - Read letter/discuss in groups/what is Egypt?/what does Ancient mean?</p>	<p>Pair the pupil up with another pupil who is a good language role models</p> <p><u>Whole Group TASK</u></p> <p>Will we help? Take a vote and practise phoning the museum to agree.</p> <p><u>Pair TASK</u> -Complete KWL grid</p> <p>What's the best way to find out about Ancient Egypt?</p> <p><u>Pair TASK</u> - Children complete diamond – arranging possible ways to find out in order of</p>	Wk6	<p>Foods and Entertainment</p> <p>What did they eat? Compare foods then to now- try and evaluate different foods- figs etc... The River Nile- how important was it?</p> <p>Watch video for information</p> <p>https://www.youtube.com/watch?v=CMLsLqblvM</p> <p><u>Whole Group TASK</u> – look at foods shown in the video and match labels naming the foods.</p> <p>Using model add the foods along the banks of the Nile so children can see the connection.</p> <p><u>Ind TASK</u> – children have menu of what an Ancient Egyptian would eat on a typical day and add what they would eat.</p> <p>Use discussion and visual clues. Provide key vocabulary and word lists. Engage in sequence and matching activities.</p>
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Wk2	<p>Second Letter from BMAG – thanks for agreeing to help. Letter suggests we start by finding out where Egypt is – they include: a world map, an Egypt title page – (they’re going to use the design for publicity, could they add some designs?), a time line and a warning that Egyptians didn’t use writing like ours – Hieroglyphics</p> <p><u>Whole group TASKs</u> – look at the map and high-light where Egypt is and where we are. It’s a long way, has anyone been? (Display map)</p> <p>Piece together time line on display form clues.</p> <p><u>Ind TASK</u> - using the artefacts and text books add pictures to the title page.</p> <p><u>Ind TASK</u> – Write your name using hieroglyphics. (Display)</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr</p> <p>Model what you want the pupil to do (Demonstration)</p> <p><u>Whole group TASK</u></p> <p>Meet an Ancient Egyptian. Drama focus – what would we ask if we could meet someone? Negotiate with the children to meet the role look at costume, agree where the role will sit, how we’ll ask our questions.</p> <p>Agree questions. Meet the role. Role will tell them to investigate the pyramids/gods/belief in the afterlife</p> <p>Use roleplay, hot seating, drama activities</p>	Wk7	<p>Spreading over 7/8/9</p> <p>Letter or visitor from the museum asking if we can create artefacts for the exhibition.</p> <p>Design and create artefacts for Museum- create museum and evaluate topic</p> <p>Allow pupils to present their work/responses in a range of ways to writing. E.g. using multi-media (draw, model, collage)</p> <p><u>Whole group TASK</u>- share the letter and use questioning/PT to ensure understanding-</p> <p><u>Ind TASK</u> - Look at all the artefacts/pictures/text books and complete a design to show what they want to make. (Sketch, list of materials needed)</p> <p>Possibly model a few key artefacts – necklace, sarcophagus,</p> <p>Children begin model making</p> <p>Also learn the song during these weeks.</p>
Wk3	<p>Pyramids.</p> <p>Pyramids- Investigate a pyramid, BBC website, what was inside?</p> <p><u>Small Group Task</u> – annotate around a picture of goods inside a pyramid</p> <p>What would you put inside your pyramid?</p> <p><u>Ind TASK</u> – draw goods they would put in a pyramid.</p> <p>Move to Mantle of the expert. Investigate a tomb –</p> <p>Use roleplay, hot seating, drama activities</p> <p><u>Whole Group Task</u> - Mummification-</p> <p>Children to help to mummify teddy with jelly bits and yuck and canopic jars-</p> <p><u>Ind TASK</u> - write instructions on how to mummify in Curriculum time</p> <p>Support written tasks with mind maps, writing frames, prompt</p>	Wk8	<p>English- write descriptions of their artefact and practise how to curate facts etc</p> <p>Decide on scenes to show life in Ancient Egyptian times. (Use work from Rich/Poor week)</p> <p><u>Paired TASK</u> - Create invitations to our exhibition.</p>

	<i>cards, word lists, visual prompts and symbols.</i>		Rehearse and 'Open the Exhibition.'
Wk 4	<p>Gods-learn about the different Gods, https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8</p> <p>Ind TASK - Create art work of Gods</p> <p><i>Give step by step instructions, breaking learning and tasks down into smaller steps and giving pupils sufficient thinking time to process information.</i></p>	Wk9	
Wk 5	<p>Rich and Poor – Everyday lives.</p> <p>Drama, - diary in life of rich/poor/ half of class rich and half poor- is it fair? Points of view...</p> <p><u>Whole Group Task</u> - Create an Ancient Egyptian village as a large model on the floor. Start with the river Nile. Add places around e.g. the market place, palace of the pharaoh, the stone cutters, etc. Children choose a place to be and are given a card with a job, hours worked, pay etc (Groups of 3ish) Practice doing the job and say what they're doing. Use questions to draw out detail – I wonder if you would say your life is hard?</p> <p>Move to debate, above. (Photograph model for books)</p> <p><u>Ind TASK</u> – cloze procedure/ free write a dairy entry from their point of view</p> <p><i>Use open questioning, giving pupils time to respond.</i></p>		