

Do We Appreciate Nature? - Year 4 and Year 3

Solo Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Pre-structural <i>(No real understanding of the topic – fails to grasp concepts)</i>	Uni-structural <i>(Able to identify intended learning and follow simple instructions – but limited knowledge)</i>	Multi-structural <i>(Can perform and combine simple skills but not independent in using strategies for learning)</i>	Relational <i>(With limited support: able to analyse/apply/compare and contrast/explain and justify information gathered)</i>	Extended Abstract <i>(Fully independent in making connections between facts learned and able to reflect and draw conclusions)</i>
<b>Key Learning</b>	With help, I can find out some of the basic facts about Ancient Civilisations.	I can use books (or materials) provided for me to discover information about Ancient Civilisations	I know different ways of carrying out research and can sometimes do this without help.	I know how to analyse/apply/compare and contrast/explain and justify information gathered	<b>Create a model of Egypt –</b>  <b>Pyramids</b> <b>Housing</b> <b>The Nile</b> <b>Boats</b> <b>Fields/irrigation</b> <b>Canals</b> <b>(Flags of information dotted throughout)</b>  <b>Sustainability</b> <b>Creativity</b> <b>Resilience</b> <b>Community</b>
<b>Attainment:</b>					
'Do We Appreciate Nature?' – what do we mean by this? What is there to appreciate about nature?	<i>I can name something that I appreciate.</i>	<i>I can name something in nature that I appreciate.</i>	<i>I can describe something in nature that I appreciate and explain why.</i>	<i>I can describe something in nature that I appreciate and justify my reasons why.</i>	
What are our concepts and how can we relate to them? <b>Sustainability</b> <b>Creativity</b> <b>Resilience</b> <b>Community</b>  <b>(Ancient)</b>	<i>I know what our concepts are.</i>	<i>I know what the concepts mean.</i>	<i>I know what the concepts mean and can give examples. I can begin to apply some to my own experiences.</i>	<i>I know what our concepts mean and can apply them to my own experiences and those of others.</i>	
<b>Ancient civilizations</b>  *Key dates in ancient civilization *CHN given civilization – find out start and end (Key information or events of time)	<i>I know what an ancient civilization is and can name one</i>	<i>I know what an ancient civilization is and can begin to talk about their place in history using a timeline</i>	<i>I know what an ancient civilization is and can talk about their place in history using a timeline. I can begin to measure</i>	<i>I know what an ancient civilization is. I can talk about multiple civilizations and their place in history using a timeline. I can</i>	

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<p>*Measure paper/string to overall timeline (As class) *Which one was most successful and why?</p>			<p><i>and make simple inferences.</i></p>	<p><i>measure and make inferences giving reasons for my answer.</i></p>	
<p>How do I use an atlas to locate countries and find out about the physical features of those places?</p>	<p><i>I can use an index page in an atlas to find a country.</i></p>	<p><i>I can use a key to identify simple geographical features.</i></p>	<p><i>I can use a key to identify a range of geographical features.</i></p>	<p><i>I can use a range of methods to identify geographical features in an atlas.</i></p>	
<p>Using an atlas and maps, I can find out what is similar and different about the geographical features of Egypt and the UK? *Rivers *Hills *Coastlines *Volcanoes *deserts</p> <p>Y3 – Talk to Laura about what physical features they already know</p> <p>Y4 – Link back to climates and biomes</p>	<p><i>I can find a simple geographical feature from Egypt and the UK using an atlas</i></p>	<p><i>I can find a simple geographical feature from Egypt and the UK using an atlas and a map. I can identify a simple difference.</i></p>	<p><i>I can find geographical features from Egypt and the UK using an atlas and a map. I can identify a simple similarity and difference.</i></p>	<p><i>I can find geographical features from Egypt and the UK using an atlas and a map. I can identify similarities and differences and start to suggest some reasons.</i></p>	
<p>What were the human geographical features of Ancient Egypt? *Videos/images *Pick out human features</p>	<p><i>I can name a human geographical feature of Ancient Egypt</i></p>	<p><i>I can name some human geographical features of Ancient Egypt and start to describe the climate.</i></p>	<p><i>I can describe some human features of Ancient Egypt and start to explain how they were used.</i></p>	<p><i>I can describe some human features of Ancient Egypt and analyse how they were used.</i></p>	

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<p>*Canals *port/Harbour *Pyramids *housing/village</p>					
<p>How do our concepts relate to the human features of Ancient Egypt?  *Previous lesson links</p>	<p><i>I can make simple links between our concepts and Ancient Egypt.</i></p>	<p><i>I can make simple links between our concepts and Ancient Egypt. I can explain 1 link in more detail.</i></p>	<p><i>I can begin to justify how some of the concepts link to Ancient Egypt.</i></p>	<p><i>I know how our concepts link with Ancient Egypt and can explain and justify their relevance.</i></p>	
<p>What can we learn about the lifestyle, culture and community of Ancient Egypt through the artefacts that remain?  How has nature been used?</p>	<p><i>I need to know they had artefacts and I can name a few.</i></p>	<p><i>I need to know they had artefacts and begin to explain how they are used within the Egyptian lifestyle.</i></p>	<p><i>I need to know and name key artefacts and begin to explain how they are used within the Egyptian culture and lifestyle.</i></p>	<p><i>I need to know and name key artefacts. I can name some similarities and differences between artefacts and items used today.</i></p>	
<p>How can historic buildings and artwork be used to help build up a picture of what life was like in Ancient Egypt?  *Links to nature</p>	<p><i>I need to know that buildings and paintings can be used to learn about culture.</i></p>	<p><i>I need to know that buildings and paintings can be used to learn about culture. I can retrieve simple information.</i></p>	<p><i>I need to know that buildings and paintings can be used to learn about culture. I can retrieve simple information and begin to make inferences.</i></p>	<p><i>I need to know that buildings and paintings can be used to learn about culture. I can retrieve simple information and make inferences using evidence to support my ideas.</i></p>	
<p>How was the Nile used sustainably to support the community?  *Farms on the river</p>	<p><i>I can say why the Egyptians lived near the Nile and</i></p>	<p><i>I can start to give some reasons how the Nile was used in the community.</i></p>	<p><i>I can give reasons and examples of how the Nile was used in the</i></p>	<p><i>I can justify reasons and give examples of how the Nile was used in the</i></p>	

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<p>*Canals *flooding and fertile *irrigation</p>	<p><i>that the Nile is a river.</i></p>		<p><i>community and begin to explain how the Egyptians were resilient in overcoming problems (flooding &amp; drought)</i></p>	<p><i>community and explain how the Egyptians were resilient in overcoming problems (flooding &amp; drought)</i></p>	
<p>I can explain how the life of wealthy Egyptians were different from the lives of poor Egyptians? (resilience/community)</p>	<p><i>I know that there were rich and poor people in Egyptian times and I can name some ways in which they faced hardship.</i></p>	<p><i>I can name some ways in which poor and rich Egyptians were different. I can name an example of how the Egyptians were resilient.</i></p>	<p><i>I know that there was a hierarchy in Egyptian society and I can explain some of the differences in lifestyle for these different groups of people. I can start to explain how each layer of the Egyptian hierarchy showed resilience.</i></p>	<p><i>I can explain the Egyptian social hierarchy, naming some of the important groups and explaining what was significant about their community. I can explain how each layer of the Egyptian hierarchy showed resilience.</i></p>	
<p>I can explain some of the Ancient Egyptian beliefs about the afterlife including mummification. (extra lesson if needed)</p>	<p><i>I am aware that the Egyptians mummified their dead and I know what this means in basic terms. I can say why this was important to their community</i></p>	<p><i>I know that Egyptians mummified their dead and I can talk about why they did this and why it was a responsibility to prepare the body correctly for the afterlife.</i></p>	<p><i>I know the process of mummification that the Egyptians used and I know why they did this (afterlife) I can begin to explain how this was an example of stewardship</i></p>	<p><i>I can describe how a body was prepared for mummification and the beliefs that Ancient Egyptian people had which led to this process. I can explain why this was an example of stewardship and why it was important to their community.</i></p>	

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Last 2 weeks: recapping all learning towards phase 5 final piece.					