



Exciting Egyptians

Autumn Year A

Trencrom Class (Y3/4)

Sequence of Lessons

History

Intent: Children have a good knowledge of an early civilization through an in-depth study of Ancient Egypt.
Hooks from old learning (YR;Y1/2): Journey of the Mystery, Castles and coasts—jobs, timelines, secondary primary sources, artefacts, Dinosaurs, The Space Race (Y1/2)

Sequence of learning

Lesson	Sequence of Learning
1	<p>Introduce topic question: What can we learn from the Ancient Egyptians? Cold Task Kahoot quiz: Sticky Knowledge for History and Geography - What do we already know about the Ancient Egyptians? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic. WALhT: Investigate who the Ancient Egyptians were. Who were the Ancient Egyptians? What's in the Artefact Box? Hands-on exploration of Ancient Egyptian artefacts raising questions about what they could be, who used them and why? Answer own enquiries through research skills books/internet and share. Share on timeline Ancient Egyptian era.</p>
2	<p>WALhT: Compare and contrast Ancient Egyptian writing with my own. Can you write like an Egyptian? – After noting hieroglyphs in previous artefacts lesson and in learning environment, children explore how the ancient Egyptians communicated through writing and the important role of the scribe in Ancient Egyptian hierarchy.</p>
3	<p>WALhT: understand important key aspects of Ancient Egyptian civilisation What was life like in Ancient Egypt compared to today? Explore original artwork and other images from Ancient Egypt and compare and contrast with modern life today with a focus on key vocabulary. Explore homes, jobs, survival, farming, death and travel. Introduce specific features: Pyramids, Sphinx, Nile.</p>
4	<p>WALhT: order key events from Ancient Egyptians using BC dates on a timeline Revisit and Reignite Learning – revise learning up to date so far (sticky knowledge memory work) <i>drop-in</i> exciting future learning to spark curiosity and generate questioning. Reignite: Introduce Tutankhamun and Cleopatra Can you order BC dates from furthest to most recent? Sequence key Ancient Egyptian events, from the first settlers arriving in the Nile valley in 7500BC to Cleopatra's reign beginning and the end of Ancient Egyptian civilisation in 51BC. Prepare for visit to Truro Museum for Ancient Egyptian workshops.</p>
5	<p>WALhT: understand the ritual of mummification <i>(Link to English learning (VIPERS) Tutankhamun, mummification of a tomato and experiences of mummification during trip to museum.)</i> How and why do Ancient Egyptians mummify their dead? Recap previous learning from museum trip and order photographs of Penponds children taking part in mummification process using the 'mummy dummy' from the museum. Children to sequence mummification process and write instructions in character as an Ancient Egyptian embalmer on how to mummify (including the purpose of Canopic jars) to someone in the future.</p>
6	<p>Tutankhamun – Cross-curricular English – Diary Writing unit. WALhT research Tutankhamun and Howard Carter and make clear notes. WALhT explore feelings and emotions through role play on discovering the tomb WALhT write a diary entry on discovering the tomb from the perspective of a key person - Howard Carter or the water boy.</p>
7	<p>WALhT: compare and contrast different Egyptian Gods <i>(cross curricular with English – VIPERS and Talk4Writing)</i> Who were the Ancient Egyptian Gods? Listen to descriptions of Gods and match them to it's image. Explore notion of collective learning as a team, by children choosing one God to focus on and feedback their findings to the class, so all children have a broad knowledge of a variety of Egyptian Gods.</p>
8	<p>END OF TOPIC (HISTORY/GEOGRAPHY) Revisit topic question: What can we learn from the Ancient Egyptians? What have we learnt? Final Findings – revisit 'curious questions' from lesson 1 and check all have been answered. Hot Task Kahoot quiz: Sticky Knowledge - What do we now know about the Ancient Egyptians? Compile all topic learning to prepare and present subject composite – Ceremony of Judgement assembly.</p>

Subject Composite: Assembly for the school Ceremony of Judgement

Impact: Children have a good knowledge of Ancient Egypt and are able to share their knowledge with others.

Hooks for new learning (Y5/6): Growth Grecks – early civilization study



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Sequence of Lessons

Geography

Intent: Children are able to find out about Egypt using a range of geographical skills. They will focus on the importance of the River Nile for trade and farming.

Hooks from old learning: (YR, Y1, Y2) Lets Crawl—compare features. On the move—map skills, different places YR. Journey of the Mystery—seas, continents, map skills, Into the woods, fieldwork, physical features, hot and cold parts of the world, Castles and coasts—map skills, features of places. Aerial photographs, capital cities

Sequence of learning

Lesson	Sequence of Learning
1	<p>Revisit topic question: What can we learn from the Ancient Egyptians? Revisit prior learning from History lessons – namely Geography element cross-overs such as location of Egypt, river Nile, farming and fishing, homes, jobs, survival and travel to enable next new sequence of learning: a study of the River Nile</p> <p>WALhT: explore the world map and locate United Kingdom and Egypt Where in the world is Egypt? Children to use atlases, Google Maps and printed world maps to locate Egypt and the United Kingdom. Discuss journeys and how to travel to get to these places and link back to prior topic in Year1/2 Voyage of Mystery. Revisit locating equator, naming continents and oceans.</p>
2	<p>WALhT understand the importance of the river Nile Why is the river Nile important? Use Google maps and atlases to explore the key physical features of the country of Egypt and locate places of importance such as The Valley of the Kings, Cairo and the Nile. Look at images of Egypt from space. Children to complete a cold task of why they think the Nile is important and share initial thoughts. Discuss importance of Nile in relation to crops, animals and food, trade and transport, building and papyrus. Note key physical features of Egypt mostly being desert except for along the banks of the Nile,. Children to see if they were right in initial thoughts and edit.</p>
3	<p>WALhT understand that most Ancient Egyptians were farmers and explain the farming year Why is the river Nile important for farming? Recap previous lesson: importance of Nile in relation to crops, animals and food, trade and transport, building and papyrus. Explore more in depth one of these elements: farming and irrigation. Children watch video clip of the farming cycle happening in Egypt. Children create cycle of the flooding season, growing season and harvest season and explain why this is important to Egyptians. <i>Link to English lesson (VIPERS) The Flooding of the Nile</i> Explore what a shaduf is and how it was used in Ancient Egyptians times and is still used today.</p>
4	<p>WALhT know how the Nile supported animals and the growing of crops Why is the river Nile important for crops and animals? Recap previous lesson: importance of Nile in relation to crops, animals and food, trade and transport, building and papyrus. Explore more in depth one of these elements: crops, animals and food Look at photographs, pictures, artefacts and video clip to explore farming methods and what crops were grown. Discuss Egyptian diet based around crops grown. Children to draw a model Egyptian farm demonstrating how animals are used for farming, what crops were grown, how an Egyptian farm is fertilised from the Nile and the use of the shaduf.</p>
5	<p>WALhT know how the Nile supported transport and trade Why is the river Nile important for transport and trade? Recap previous lesson around farming. Question – What do the farmers do with their produce at harvest? How do they transport it? Class discussion and share ideas. Explore different types of boats and their uses – people, produce, funery, papyrus, fishing. Build own boat in the style of the papyrus boat and test it. Compare to boat materials today. <i>(Cross-curricular link)</i></p>
6	<p>END OF TOPIC (HISTORY/GEOGRAPHY) Revisit topic question: What can we learn from the Ancient Egyptians? What have we learnt? Hot Task Kahoot quiz: Sticky Knowledge - What do we <u>now</u> know about the Ancient Egyptians? Compile all topic learning to prepare and present subject composite – Ancient Egyptian museum.</p>

Subject Composite: Invite parents into school for an Ancient Egypt Museum and share models/ maps depicting physical features of the country.

Impact: Children have a sound knowledge of where Egypt is in the world and can name its capital city, river and other key features.

Hooks for new learning (Y5/6): Groovy Greeks—compare ad contrast places in the world with places in our country and map skills. Victorians— river study with focus on Thames and growth of cities.



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Sequence of Lessons

Sequence of learning

Science
Intent: Children will have a secure understanding of what a light source is, how reflections work and how shadows are formed.
 Children are able to build an electrical circuit using a variety of components.
Hooks from old learning: (YR, Y1, Y2): new learning

Lesson	Sequence of Learning
1	<p>Introduce new science focus: Light Cold Task Kahoot quiz: Light Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit. WALhT explain that I need light to see and that dark is the absence of light Children to go into the dark den to test items to decide whether they are light sources or not and record findings. Explore the need for a light source to be able to see.</p>
2	<p>WALhT investigate surfaces that reflect light – PRACTICAL INVESTIGATION Recap light sources and need for light to see. Challenge: to create a new book bag that would have a reflective strip. Investigate what materials would be best. Link to safety. Test materials in the dark den and record from the most to the least reflective. Decide from investigation which material to use for the book bag strip.</p>
3	<p>WALhT use a mirror to reflect light and explain how mirrors work. Remind children of previous session on reflective materials. Explain why mirrors are good reflectors. Children explore mirrors in a variety of ways such as: concave and convex mirrors, mirror writing, walking the rope game, directing sunlight using mirrors as the Ancient Egyptians did, and record their findings. Compare ancient Egyptian mirrors to mirrors used today.</p>
4	<p>WALhT know that light from the sun can be dangerous and that there are ways we can protect our eyes. Compare natural light and artificial light. Explain the importance of the sun as a source of natural light and the dangers involved with the sun, UV light etc. Children discuss and design ways to protect themselves from these dangers.</p>
5	<p>WALhT investigate which materials block light to form shadows. Children investigate shadows, how are they formed? Create shadows. Investigate opaque, translucent and transparent materials. Explain the vocabulary involved. Investigate creating shadows with these materials. Which is best? Why? Provide children with challenge to create curtains for baby's bedroom. What is the best material and why?</p>
6	<p>WALhT find patterns when investigating how shadows change size. Review learning so far on shadows. Children plan and set up an investigation exploring the way shadows change size. Look at results and share them with the class. Discuss what we noticed. Were there any patterns? Record ideas.</p>

Subject Composite: Shadow Puppet performance
Impact: Children know how shadows are formed and what affects the size of a shadow. Children are able to recognise when a circuit will work as well as create their own electrical circuits including a switch.
Hooks for future learning: (Y5/6) Groovy Greeks—light, Vicious Vikings—electricity



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Sequence of Lessons

Art and Design

Intent: Children make increasingly accurate observational drawings and use a range of drawing and painting techniques

Hooks from old learning: (YR, Y1, Y2) Let's Crawl—Lucy Arnold observational drawing R, Voyage of the Mystery— Painting techniques, Newlyn school of art, aboriginal art, Down In The Jungle— Henry Rousseau, Beatriz Milhazez, Out of this World— Paint Peter Thorpe, Yagoi Kusama, Dinosaurs—drawing traditional Charles Knight, Edward Lear, Kate Watkins

Sequence of learning

Lesson	Sequence of Learning
1	WALhT explore the work of other artists. Children look at examples of Egyptian art from tomb paintings, books artefacts etc in groups. Discuss and feedback about what we noticed is similar in Egyptian art. Compare and contrast to art we have previously studied as listed above. Work collectively to create a whole class mind map detailing features of Egyptian art.
2	WALhT explore line through drawing and mark making. Recap features noted on class mind map. Focus on patterns - create patterns in an Egyptian style, noticing , hieroglyphs etc on Egyptian art. Create sketches of Egyptian artefacts, including detail and pattern in the Egyptian style.
3	WALhT create a drawing in an Egyptian style. Remind the children of patterns used in Egyptian art. Refer to the mind map previously made. Explore and discuss colours used in Egyptian art. Explain why some colours are more common than others. Children create an Egyptian scene using, line drawing, pattern and include colour in the Egyptian style.
4	WALhT sketch Egyptian artefacts onto papyrus paper. During the trip to the museum, children will be given papyrus paper to sketch artefacts that they can see in the Egyptian part of the museum. Back in school, complete the drawings and use paint to add colour to my sketches. Use gold paint or gold leaf to gild the painting to create effect.
5	WALhT create observational drawings of Egyptian Gods. From research during history session, children sketch and colour Egyptian gods. Using knowledge of gods, create my own Egyptian God picture in the Egyptian style referring back to learning so far.
6	WALhT explore Egyptian hieroglyphs and cartouches. Children explore cartouches. Look for them in Egyptian art then design their own cartouche. Children then make a cartouche using clay and tools.

Subject Composite: Create a decorative piece— children create their own cartouche

Impact: Children can make detailed observations of the art work they are studying, understand the meaning and symbolism. Children have explored the Egyptians in great depth and have been able to express their knowledge through Art.

Hooks for new learning (Y5/6): Groovy Greeks — pottery, There is no Plan B, Vicious Viking and WW2 — drawing and painting focus.



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Sequence of Lessons

Sequence of learning

Design and Technology

Intent: Children design and make packaging to protect and advertise an ancient artefact.

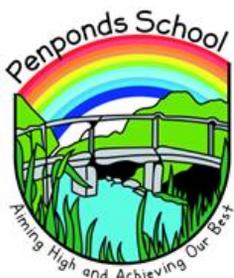
Hooks from old learning: (YR, Y1, Y2) Superheroes and Lets Crawl Protective structures (YR), Voyage of the Mystery Moving Pictures— evaluating real products.

Lesson	Sequence of Learning
1	<p>TEST DESIGN IDEAS.</p> <p>WALhT Explore and analyse existing products.</p> <p>Show the children an egg box. What is its purpose? How does it achieve this? Consider why products are good (or not) and how effective they are at meeting their purpose. Introduce the units key task. We are going to design and make effective packaging to transport a delicate Egyptian artefact back to the museum safely. Introduce the egg drop challenge. In pairs, children create packaging for their egg, with a focus on keeping it safe from damage. Explore how to make structures stronger, stiffer and more stable using more / other materials.</p>
2	<p>EXPLORE NETS.</p> <p>WALhT Explore and analyse existing products.</p> <p>Remind the children of our design brief – design and make effective packaging to transport a delicate artefact. Recap what we learnt from our egg drop challenge. Explain that we can use this but we can not send our item wrapped in tissue etc. It will need to go in a box too. Show the children a box, open it out to create a net. Explain that this is a net. Children explore a variety of nets. What 3D shape will they make? Explore how to make structures stronger, stiffer and more stable using more / other materials. Explore different ways of joining things together.</p>
3	<p>Design and make a product – suitable packaging for a delicate artefact.</p> <p>WALhT Design an appealing and functional product for a particular audience.</p> <p>Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design in sketchbooks. Children follow their design to make their product. Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. Explore how to make structures stronger, stiffer and more stable using more / other materials. Explore different ways of joining things together. This will take place over 2/3 sessions.</p>
4	As above
5	As above
6	<p>EVALUATE.</p> <p>WALhT Evaluate our finished product.</p> <p>Children will explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made and suggest ways of improving their own and others' work.</p>

Subject Composite: Display of packaging designs—test the most effective.

Impact: Children are able to design for a purpose and ensure their design matches the brief.

Hooks for new learning: (Y5/6) There is no Planet B—Explore, design and make recyclable packaging.



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Trencrom Class (Y3/4)

Sequence of Lessons

Computing

Intent: The children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will compare digital and non-digital devices and will be introduced to computer networks. They will discover the benefits of connecting devices in a network. Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given opportunities to explore to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

Hooks from old learning: (YR, Y1, Y2) R—superheroes, - select and use apps for a purpose, Lets Crawl—using iPad to take pictures, On the move—beebots, programming and algorithms—1/2 What are computers used for? Create, organise and store info using technology and computer safety.

Lesson	Sequence of Learning
1	WALhT explain how digital devices function I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process
2	WALhT identify input and output devices I can classify input and output devices I can design a digital device I can describe a simple process
3	WALhT recognise how digital devices can change the way we work I can explain how I use digital devices for different activities I can recognise similarities between using digital devices and non-digital tools I can suggest differences between using digital devices and non-digital tools
4	WALhT explain how a computer network can be used to share information I can recognise different connections I can explain how messages are passed through multiple connections I can discuss why we need a network switch
5	WALhT explore how digital devices can be connected I can recognise that a computer network is made up of a number of devices I can demonstrate how information can be passed between devices I can explain the role of a switch, server, and wireless access point in a network
6	WALhT recognise the physical components of a network I can identify how devices in a network are connected together I can identify networked devices around me I can identify the benefits of computer networks

Subject Composite: Explain how and why computers are joined together to form networks. Analyse the contents of websites, before designing their own website, offline. Use an existing website to create some of their own content online, using tools introduced in Year 2 .

Impact: Learners will understand computers can be connected together as a network and know that the internet is a network of networks. They will be able to design their own web page.

Hooks for new learning: (Y5/6) Computing systems and networks—sharing information, Computing systems and networks—communication



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Sequence of Lessons

Music

Intent: Children will learn some Egyptian songs to sing together, create accompaniments to the song using instruments and perform during the class assembly.

Hooks from old learning: (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALhT: Name and play the open strings of the ukulele: G C E A</p> <p>Learn the song "My dog has fleas" for tuning purposes</p> <ul style="list-style-type: none"> • Use thumb to play top and bottom strings in a GAGAGA repeating ostinato • Accompany the traditional song "Starlight, Starbright" with this ostinato to a steady beat • Use thumb to play higher and lower middle strings in a CECECE repeating ostinato • Accompany the Jamaican song "Hill an' Gully Rider" with this ostinato to a steady beat
2	<p>WALhT: Read a chord diagram for chord C</p> <p>Revise and consolidate open strings from last week.</p> <p>Number our fingers and identify finger 3 to be positioned on red spot for chord C on the third fret of the A string</p> <ul style="list-style-type: none"> • Apply and in and out plucking pattern on inside and outside strings to "On a Log" • Strum all 4 strings gently from top to bottom • Apply 4 strums to the "croaks" of "On a log" • Strum chord C regularly to "Tick tock, tick tock" • Pluck, using a gentle pinch and pull action, the two middle strings for the chimes of the appropriate hour sung in the song • Sing "The Mummy Rag"
3	<p>WALhT: Use up and down strokes for strumming – Fast U/D strokes in Spinning Top create the hum of the top!</p> <ul style="list-style-type: none"> • Revise and consolidate plucking open string songs • Revise and consolidate strumming chord C songs from last week • Create strumming patterns for Rain, Rain Go Away by counting out the syllables, learning the rhythm and improvising use of U/D strokes • Gain confidence in singing and feeling the beat with regular strumming with call and response song "Charlie Over the Ocean" • Read chord diagram F ready for next week. • Listen to "Two Piles of Stones" – a second performance song
4	<p>WALhT: Remember how to number our fingers and identify fingers 1 and 2 for chord F</p> <p>Play "Keep the ball a rolling along – no chord change necessary – to become familiar with the amount of pressure needed to hold down the chord.</p> <ul style="list-style-type: none"> • Play and sing "Black Snake" to strum in time, together • Improvise rhythmical percussive strumming U/D strokes for its partner song "Sammy the Snake" • Dampen the strings with correct pressure for percussive strumming for each "chorus" repeat so that the strings do not ring out melodically, but "hiss" like the snakes • Re-position chord F in time for each verse – brown snake, green snake • Revise chord C and strumming/ plucking patterns for different songs • Revise open strings • Sing "Two Piles of Stones"
5	<p>WALhT: Perform The Mummy Rag</p> <ul style="list-style-type: none"> • Change from chord C to chord F with 4 strums on each chord and 4 counts to position fingers, then 3 on each, 2 on each, 1 on each – then fluent changing of chords • Perform The Mummy Rag • Reconsider your abilities – which chords are you playing – can you play more than 1 chord? • Perform the Mummy Rag with chord changing • Play along to the song, at full tempo, with the backing track.
6	<p>WALhT: Perform "Two Piles of Stones"</p> <p>Sing "Two Piles of Stones"</p> <ul style="list-style-type: none"> • Identify the chords needed for this song • Revise chord G7 • Decide which chord to play • Listen to the song "Living, Living River Nile" from BBC teach • Rehearse and perform "The Mummy Rag" with changing chords optional

Subject Composite: Perform at the carol service/ end of term production

Impact: Children are able to sing together as a group and perform. They are able to use their voices and instruments for different effects. **Hooks for new learning: (Y5/6)** Groovy Greeks and Space — storytelling through music, Vicious Vikings— compose graphic scores and rhythm grids to accompany songs. Whole class ukulele /glockenspiel.



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Sequence of Lessons

RE

Intent: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. What do Hindus believe that God is like?

Hooks from old learning: Pupils will have some experience of and practice at being able to put forward a point of view and say why things are important, giving reasons.

In addition pupils will have explored what it means to belong to another faith group. They will have explored questions of identity and feelings through PHSE.

Sequence of learning

Lesson	Sequence of Learning
1	<p>Engagement: Who is a Hindu person and what is important to them?</p> <p>WALhT Explore what it is like to be a Hindu.</p> <p>Remind the children of previous knowledge/learning of Hinduism. What do we already know? Share ideas as a class. Watch BBC video of Hindu children talking about what is important to them as Hindu people and why. Show children key symbols of Hinduism and their meaning. Children create a mindmap/jigsaw showing the parts that make a Hindu who they are.</p>
2	<p>Investigation: What does God look like for Hindus?</p> <p>WALhT Begin to understand the concept of one god (Brahman) with many aspects.</p> <p>Illustrate how we can be many different concepts but still us ie, teacher, mother, daughter etc. Children create an illustration to show this. Explain that for Hindu people, god (Brahman) is like this: Many different aspects, depicted in many ways. Look at, compare and discuss a selection of Hindu gods. What aspects of god do they show? Emphasise the importance of the trimurti and the Hindu belief that god is in everything and is everywhere. Tell the story of Svetaketu to illustrate the idea of Brahman being invisible but in everything (god is like salt in water).</p>
3	<p>Investigation: How do Hindus show respect for God in their daily lives?</p> <p>WALhT describe the key practices of Hindu worship at home.</p> <p>Show the children a puja tray (or picture of). Remind the children how we discussed that Hindu people have a shrine in their homes to worship god and they will have a puja tray like the one shown. Watch video clip and PowerPoint explaining How Hindu people worship daily at home. What items would you put on a puja tray if you wanted a quiet time for reflection each day? Light candles and incense. Ask pupils to reflect quietly on the objects they have put on their tray.</p>
4	<p>Investigation: Where do Hindus worship? What is involved in worship in the temple?</p> <p>WALhT find out about worship through the rituals and artefacts that are involved in worship in the temple (Mandir).</p> <p>Recap what we know so far about worship at home. Look at pictures, video clips and the internet to explore mandirs and notice what happens inside a mandir. Children write descriptions of what a mandir is and what happens in a mandir using appropriate vocabulary. Record key questions about Hindu worship to answer in next session.</p>
5	<p>Evaluation: What do Hindus believe that God is like?</p> <p>WALhT ask and answer key questions linked to the unit of work.</p> <p>Ask the key question again. What do we know? Do we have any more questions? Refer to previous session and see if we can answer the questions together. Children show learning in memory scrapbook in method of their own choice.</p>
6	<p>Expression: What can I learn from Hindu ideas? How do these ideas affect my life?</p> <p>WALhT compare aspects of my own identity with those of others.</p> <p>Talk about the idea for some Hindus that all living beings possess a 'spark' of Brahman, the Ultimate Reality. This 'spark' is known as 'atman' and means that all living beings are sacred and special. Talk about what difference this would make to how people treat each other and the natural world if everyone believed that all living beings contained the 'spark' of God. What is good about this idea? Is there anything helpful about it for people who are not Hindus, or who do not believe there is a god? Make a set of school rules for a world where everyone has an 'atman'. Compare with the actual school rules: how far do we try to treat everyone as if they are special?</p>

Subject Composite: Create own reflection space using carefully planned items and explain why.

Impact: Children will know about Hindu ideas of god and be able to talk about and describe some gods. They will know about the different forms of worship and be able to talk about this knowledge confidently.

Hooks for new learning: Next unit in year 3/4 What does it mean to be a Hindu in Britain today? Year A 5/6 Why do Hindus want to be good?