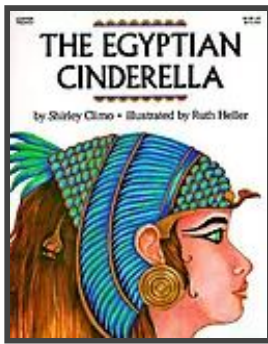


Tomb Raiders: Why did the Egyptians build pyramids?



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Summer 2	Tomb Raiders	The Egyptian Cinderella	History	

History and Geography objectives coverage

History

Key Question	Ancillary Questions and content focus	History Objectives	Learning Goal, taken from skills progression document
Why did the Egyptians build Pyramids?	<ol style="list-style-type: none"> 1. What can we quickly find out to add to what we already know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5,000 years ago? 3. What is the correct process for mummification? 4. What did the Ancient Egyptians believe about life after death and how do we know? 5. What does the evidence tell us about everyday life for men, women and children? 6. What did Ancient Egypt have in common with other civilizations from that time? 	Focussing on the attitudes, beliefs, and ways of life. The gift of the Nile, the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived.	<ol style="list-style-type: none"> 1. To identify what we already know about Ancient Egypt. 2. To recognise the importance and significance of the river Nile. 3. To sequence the stages of mummification. 4. To demonstrate an understanding of why it was necessary to preserve the person's body for their difficult journey into the afterlife. 5. To explain that people were buried with miniature items related to their job. 6. To compare and contrast Ancient Egypt with other civilisations from that time.

Geography

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
What is a desert?	<ol style="list-style-type: none"> 1. What is a desert and where are they located in the world? 2. How does a desert's climate differ to other climates in the world? 3. Can a desert support life? 	Human and physical geography - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	<ol style="list-style-type: none"> 1. To explain what makes a desert a desert. 1. To identify the location of deserts around the world 2. To demonstrate understanding of climate zones and biomes 3. To explain how a desert can support certain kinds of life.

English coverage

<u>Text types</u>	<u>Outcome</u>
Change Story	To create a new fairy story (with an aspect of change, e.g. from rags to riches) (To publish with Storyjumper.com)
(Information: Non-Chronological Report) - Aspect of Life in Ancient Egypt	Create a school wiki, with information about Egypt for KS2 children (Using Google Sites) (Linked to computing outcome)

Science coverage

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none">- asking relevant questions and using different types of scientific enquiries to answer them- setting up simple practical enquiries, comparative and fair tests- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions- identifying differences, similarities or changes related to simple scientific ideas and processes- using straightforward scientific evidence to answer questions or to support their findings.
Electricity (discrete)	<ul style="list-style-type: none">- 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

PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Sex and relationship education NB: Due to school closure, this topic will be delayed and taught in Year 5. The SRE Policy is currently being reviewed in line with new statutory guidance. PSHE for this half term (as home learning) is being sent by Mrs Cornish, PSHE lead.	Postponed due to school closure.

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	To make careful observations of artwork, picking out themes and motifs To create detailed patterns and more complicated textures using different lines and marks e.g. hatching, cross hatching, small circular strokes To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them	Children will research ancient Egyptian art (tomb paintings and artefacts) collecting patterns and styles in their sketchbooks. They will also learn about hieroglyphs and learn how to write their own names using these. To produce their own profile Egyptian style self portrait as a pharaoh using photos and acrylic paint, (including gold paint) and incorporating the patterns they have found.
RE	<u>Christianity:</u> Do people need to go to church to show they are Christians?	

	<p>What are the special places of worship for different faiths and religions? Why do Christians go to church? What happens during worship and do all Christians worship in the same way? What does Jesus teach about worship?</p>	
Computing	<p>To understand how a wiki operates To be aware of responsibilities when editing others' work To write for a target audience To develop collaboration skills To develop proofreading skills.</p>	<p>Producing a wiki (We are co-authors) (software: Google Sites) Children create a website with information about Ancient Egypt - research skills and reliability of information. Collaborating and editing, proofreading.</p>
PE	<ul style="list-style-type: none"> ● Practise running, jumping and throwing skills ● To compare performances with previous ones and demonstrate improvement to achieve personal best. ● improve my running technique for sprinting including the sprint finish. ● Practise relay running ● Learn pull throw technique (javelin) 	<p>Athletics</p>
Music	<p>Recorders – learning notes E and D; using standard music notation; creating our own music on the recorder.</p>	<p>National Curriculum focus: Playing and performing in solo and ensemble contexts; using and understanding standard musical notation; Listening and recalling sounds with increasing aural memory</p>

Enrichment

Portals to the Past - Egyptian Day in school
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