



# Egypt and Ancient Civilisations Spring 1 2023 – 24

## Synopsis:

Read The Explorer by Katherine Rundell and link to explorers and adventurers from Ancient Egyptian Times. Important finds - Tutankhamun's tomb.

Art - Daniel Popper - sculpture work

D/T - Food technology - cooking a stir fry.

Science - Staying Alive - link to Maths/ Computers and handling data

Women's World day of Prayer - preparations

## History

### Learning Sequence:

Who were the Ancient Egyptians?

- To find out when and where the Ancient Egyptians lived
- To use a timeline to explore key events from Ancient Egyptian times This lesson introduces the Ancient Egyptians and helps pupils to set this early civilization into its wider historical context of time and place. After looking at a historical source to find details and generate questions, pupils will create a timeline of key events from the period.

2. Why was Ancient Egypt the 'Gift of the Nile'?

- To understand the importance of the River Nile in Ancient Egypt
- To give examples of the natural resources provided by the Nile In this lesson pupils will play a map work game in pairs to help them to investigate the basic geography of Ancient Egypt. Then they will learn about the important natural resources provided by the River Nile and its role in farming. Pupils will use their new knowledge to create an information poster about the Nile and an optional extension activity will challenge pupils to explore modern-day maps of Egypt to make comparisons.

3. Who were the Ancient Egyptian pharaohs?

- To find out about some of the most famous Egyptian pharaohs
- To explore the meaning of symbols associated with the pharaohs This lesson explores the role of the pharaohs and introduces some significant figures. Pupils will play a 'Find that Pharaoh' game to become familiar with key people and dates. They will learn about important symbols associated with pharaohs and use them to design a royal sarcophagus.

4. Why did the Ancient Egyptians build the pyramids?

- To explore what the pyramids looked like
- To discover why and how the Egyptians built the pyramids. In this lesson pupils will think about the why, what, how and where of pyramid building. They will investigate different types of pyramids in a hands-on modelling challenge and then they will learn about some of the logistics behind building these gigantic structures as well as exploring their key purposes. Pupils will present their findings in a 3D pyramid fact file.

5. What did the Ancient Egyptians do for fun?

- To find out which pastimes were popular in Ancient Egypt
- To learn about an Ancient Egyptian board game This lesson looks at popular leisure activities in Ancient Egyptian culture. Pupils will think about their own hobbies and then work in groups to look at a range of historical sources to find clues about Ancient Egyptian pastimes. They will then have a chance to play a version of an Ancient Egyptian board game called Senet.

6. What was mummification in Ancient Egypt?

- To find out why the Ancient Egyptians mummified people
- To understand the different stages of the mummification process In this exciting lesson pupils will find out all about the process of making mummies! After they have been introduced to the reasons behind mummification in Ancient Egypt,

pupils will work in teams on a hands-on challenge to make their own mummified dolls following the different steps of the ancient process and then writing their own instructions. They will finish the lesson with a quiz about animal mummies.

#### 7. Who were the Ancient Egyptian gods?

- To compare different Ancient Egyptian gods and goddesses
- To look at some sources depicting Ancient Egyptian gods In this lesson, pupils will play a game to learn about different gods and goddesses from Ancient Egypt, including how they were depicted and areas of responsibility. Pupils will create a set of fact files about three gods or goddesses. Then they will examine a series of historical sources and apply their new knowledge to work out which deity is depicted in each source.

#### 8. What did Ancient Egyptian hieroglyphics mean?

- To discover what Ancient Egyptian hieroglyphs looked like
- To explore the issue of translating hieroglyphics In this lesson pupils will look at historical sources containing Ancient Egyptian hieroglyphics and look closely for familiar symbols among the writing. Pupils will learn about what kinds of message were written in hieroglyphics and discuss some of the issues around translation. Then pupils will use a hieroglyphics key to make their own Egyptian cartouche.

#### 9. What was discovered inside Tutankhamun's tomb?

- To explore the story of Howard Carter's discovery of the tomb
- To investigate some of the contents of Tutankhamun's tomb
- To begin to consider ethical implications of digging up the past This lesson is designed to help pupils to understand the significance of Howard Carter's discovery. Pupils will read an extract from Carter's diary and take part in an exciting roleplay challenge to recover Tutankhamun's tomb objects. After cataloguing their finds, pupils will be challenged to think about different viewpoints on removing the tomb objects.

#### 10. Who was Cleopatra and how is she remembered?

- To explore the story of Cleopatra VII
- To investigate Cleopatra's legacy and some of the different opinions about her. In this lesson pupils will learn about Cleopatra VII and her legacy as the last main pharaoh of Ancient Egypt. Pupils will act out her story, including the defeat of the Ancient Egyptian civilisation. Pupils will read a range of opinions about Cleopatra from historical sources and be encouraged to form their own conclusions about her character.

### Historical Concepts

Establish clear narratives within and across periods by using secure chronological understanding

Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts

Examine different aspects of history eg social, cultural, political and religious, in different contexts

### Stories & Sources

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda

Explain why contrasting arguments and interpretations of the past exist

### Historical Questions

Address and devise a wide range of historically-valid questions about change, cause, impact and significance

### Historical Vocabulary

Develop and apply a range of historical vocabulary eg influential, narratives, perspective

## Geography

### Learning Sequence:

To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

Link with the previous knowledge learnt in the autumn term about the equator and climate/seasons.

To use maps, atlases, globes and digital/computer mapping to locate countries (Egypt) and describe features studied.

To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

#### Locational Knowledge

Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features

Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography

#### Human & Physical Geography

Understand the interaction between physical and human processes and features and how these change over time

Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)

#### Skills & Fieldwork

Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps

### D&T

#### Learning Sequence:

Discuss where our food comes from. Benefits of eating local/ red tractor logo etc.

In groups of ten children - visit Sainsburys accompanied by two adults each time. Shopping list made, estimation of food prices, when in the shop -look at amounts and cost - can they find special deals on food we need. buy all ingredients for a stir fry (link to Maths- money, measures)

Return to school - prepare vegetables - all develop and refine skills of cutting, grating. Make stir fry together.

In the rainbow room - set the table, use of proper cutlery, plates and children to sit at the table and share a meal. Evaluate their cooking and food prices, affordability and cost of living - discuss as a group.

Extension - can they research and think of other affordable meals to cook .

#### Food Technology

Know where and how a variety of ingredients are grown, reared, caught and processed and its impact on meal design

Develop crucial life skill of feeding themselves and others affordably and well

### Art

#### Learning Sequence:

Appreciate and look at the work of Daniel Popper

<https://www.danielpopper.com/>

<https://thursd.com/articles/daniel-poppers-larger-than-life-sculptures>

appreciate work, discuss materials used, designs, reasons for these designs. What do they think of these sculptures?

<https://mortonarb.org/blog/qa-with-humannature-artist-daniel-popper/>

discuss this interview - what do you learn about the artist and why? How does he create his sculptures.

Complete a grounds walk as Daniel Popper does around our school grounds/nature area. Do they have for sculptures that would fit into one area around our school.

Design a sculpture - draw in their books and explain art process, materials to use. Look at designs of others, suggest improvements.

Make their sculpture over time - supervision when making, make improvements as making process continues. Consider where they are going to place their sculpture in the grounds. let other classes appreciate their work.

Use a range of techniques

- Make the same model using a variety of media - natural resources/ clay / modrock

Any preparations for Women's World Day of Prayer - making displays and gifts for the congregation.

Media & Materials	Capture artistic process in sketch book
Significant Artists	Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation Communicate ideas and comment on artworks using artistic language
Vocabulary	Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative
Skills	Master art/design techniques with wide range of materials
Learning Sequence: Continue spreadsheets (Teach Computing)	
Music	
Learning Sequence: 6A- ? Lesson 1 Introduce Ukulele and listen to it being played by a professional. Learn how to hold the Ukuele and how to look after it. Strum open strings to My Dog Has Fleas. Recap on time sig amd bar lines. Lesson 2 My Dog Has Fleas warm up. Parts of the ukulele. What is a chord? Learn C chord.  Djenbe Drums - -Use the correct posture, playing with alternate left and right hands, understanding beat, playing together in time, playing different high and low tones, understanding rhythm and tempo, responding to call and response accurately, understanding dynamics, incorporating rhythm, tempo and dynamics when playing.	
Performing	Accompany melodies using block chords / bass line Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests
Composing	Create music that includes repetition and contrast, using chord changes
Listening	Listen with attention to detail to combination of high-quality recorded and live music
PE	
Learning Sequence: Gymnastics - PE planning - follow lesson plans, introduce variety of jumping, balancing/ linking together and building a sequence through using a variety of balances,jumps/ build up to balancing in groups, making a sequence, using equipment to enhance sequence through balancing and jumping, synchonnise movements, canon movements/ perform to others and improve, evaluate and share ideas regarding performances. Dance - PE planning  To be inspired by music and different stimuli. To apply the principles of dance to a routine. To show ideas through dance. To combine movements – keeping to the beat. To create sections of dance on your own, and in a group. To perform to an audience.	
Key Work :	routine movement fluency music unison choreography beat of 8

Communication	<p>Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel</p> <p>Evaluate and recognise own and others' success and identify strategies for improvement</p>
Competence	<p>Use a broad range of skills in isolation and in combination to become physically confident</p> <p>Master flexibility, strength, technique, control and balance</p>
Performance	<p>Perform dances and gymnastic routines on own and with others using a range of movement patterns</p> <p>Demonstrate improvement to achieve personal best</p> <p>Evaluate and compare performances with previous ones</p>

## Science

Learning Sequence:

Introduce topic name – STAYING ALIVE -what do they think it means and why? What do they think we are going to study /find out and why?

Use Explorify – Get your blood pumping – saved on my dashboard – discuss and how all our circulatory systems work.

Introduce heart and its function – question children what does heart do.

Outside/in hall – complete drama game- children have to be heart, lungs, leg, arm, head, small and large intestine etc. Some children act as blood and go through artery to deliver oxygen – drop off oxygen at each organ and collect waste cards, water and carbon dioxide to take back to heart/lungs.  
Discuss each part with class.

Watch

<http://www.bbc.co.uk/learningzone/clips/the-human-heart-and-its-function/2270.html>

<http://www.youtube.com/watch?v=gxUNxvsG7lc>

Function of Heart –

Top ability– explain the function of heart and way in which it works. Can use drawings and labels to help.

(give ideas for layout)

Lower ability– complete the cut and stick sheet to explain how heart works

<http://www.primaryresources.co.uk/science/pdfs/heartDG.pdf>

<http://www.primaryresources.co.uk/science/pdfs/3heart.pdf>

Use of models recently bought in school- show working model.

Encourage children to use library to find books on the circulatory system.

Revision of heart and process of blood going round body. Children explain.

Ask children what indicators do we have that our heart is working – establish pulse rate.

Children to find pulse rate in wrist/neck. Have a feel for strong beat. As an individual count pulse rate for 10seconds (teacher to time) multiply number by 6 for mean for minute and write this on table.

In first part of this lesson, children design their own experiment to test effect of heart on pulse rate - remember from last term, only change one variable at any time. Perform experiment and record results. Record in graphs and tables. Write conclusion to their experiment – why did the pulse rate increase with exercise?

Perform experiment again but follow teacher's instructions -

All children to change – take pulse rate again, multiply by 6 for mean over a minute.

Go outside and complete short warm up. Again take pulse and record results.

(some children may need help finding pulse)

Complete vigorous activity for 5 mins, take pulse again and record result. Again do another vigorous activity for 5 mins and record results. Warm down and record results. Return to class, change and measure pulse now. Draw graph to show what happened to their pulse and draw conclusions as to why pulse was so hard.

Lower maths ability given graph with x and y axis on it.

Compare both experiments- say positive and negative opinions on both and why they think this. Which one was better scientifically and why. Discuss fair tests, which one had clear instructions, which one answered question and why?

Discuss – what does being healthy mean – collate ideas. What things stop you being healthy?

Watch smoking video

<http://www.tigttagworld.co.uk/film/dangers-of-smoking-177/>

Discuss what they found out – discuss vocabulary – nicotine, tar, addiction.

Explain that some of us are going to be measuring lung capacity outside whilst others going to draw graph.

Class- give out table of smoking information.

Discuss amount of deaths – why has it reduced, collate ideas and discuss.

Children to use this information to draw a graph. Middle and higher ability maths plot own graph following

Discuss – what does being healthy mean – collate ideas. What things stop you being healthy?

Watch London Theatre Company DVD.

Discuss.

Reminder of smoking, drugs, alcohol, addiction, sugary foods, poor diet, - list all reasons provided by children.

Explain that today they are going to design an advert with slogan (remind what a slogan is) to promote healthy living. They can choose one area to focus on eg – stopping smoking or eating a balanced diet.

With their group (allow children to choose friends) they have to design a short play using props (if they like).

Film on ipads and show class all finished versions for adverts

Provide laptops/ipads for children to research facts which they might like to use.

Show Explorify – Fuel Up – saved in my dashboard - discuss similarities and differences

Introduce diet and how important it is for staying healthy. Link to DT and cooking stir fry.

Ask children if they are aware of different food types.

Remind of protein, carbohydrate, minerals and vitamins, fats, fibre

Watch London Theatre Company DVD and discuss food types.  
Give examples of types of food which fall into each category.  
Remind children of plate and how much of each type should be on a dinner plate.

[http://www.youtube.com/watch?](http://www.youtube.com/watch?v=GaLvxVnn8Yg)

[v=GaLvxVnn8Yg](http://www.youtube.com/watch?v=GaLvxVnn8Yg) fun song

[http://www.youtube.com/watch?](http://www.youtube.com/watch?v=Ebm04EO91_U)

[v=Ebm04EO91\\_U](http://www.youtube.com/watch?v=Ebm04EO91_U)

<http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx>

this is nhs food plate – look and discuss

Children to make a poster of five food groups.

Write labels for each food type and say why we should it

Eg – protein – strong bones and develop bones

Carbohydrate – energy

Vitamins, minerals – strong teeth, healthy skin, help nerves, blood

Fats – provide energy and help building

Fibre- helps digest and break down food.

Children to visit Sainsburys and choose food for stir fry, back in school, each child makes the stir fry and taste tests it.

Could keep a food diary for the week and highlight food types/groups – which area they eating more/less of,

set their own target for the next week and re-do the food diary.

How can we make healthy choices, discuss about freedom of choice in Year 7 and the canteen.

Design a dinner for their family to eat – think about choices and how they can make it balanced. If able try out the dinner and receive feedback from family members – discuss this.



<b>Perform Tests</b>	<p>Recognise and control variables where necessary</p> <p>Explain which variables need to be controlled and why</p>
<b>Ask Questions</b>	<p>Plan different types of scientific enquiry in order to answer questions</p> <p>Use science experiences to explore ideas and raise different types of question</p>
<b>Gather Data</b>	<p>Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and present findings from enquiries, examining causal relationships and reliability of results</p>
<b>Analyse Data</b>	<p>Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning</p> <p>Interpret scientific evidence that has been used to support/refute arguments</p>
<b>Use Equipment</b>	<p>Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate</p>
<b>Animals Including Humans</b>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>
<b>Writing</b>	
<p><b>Learning Sequence:</b></p> <p>Diary writing - after research, write a diary of Howard Carter. Remind children of features of a diary, children to write, mark and edit their work. Write diaries in other contexts.</p> <p>Instructions - complete research on Egyptian mummification. Study features of instructional writing - how to add detail, wider vocabulary, range of punctuation. Write their own instructions, edit work and allow others to look at their work. Suggest improvements for each other. Write instructions in other contexts.</p> <p>Discuss letter writing and features required. Discuss differences and similarities between formal and informal letters. Using Ancient Egyptians as stimulus, write a variety of letters - eg Howard Carter to Lord Carnarvon, Howard Carter to his family.</p> <p>Non-chronological report (if time) 'The Ancient Egyptians'</p>	
<b>Language &amp; Vocabulary</b>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p>
<b>Plan, Draft, Edit &amp; Evaluate</b>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p>

	<p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>
<b>Grammar &amp; Punctuation</b>	<p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list and mark boundaries between clauses</p> <p>Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses</p> <p>Punctuate bullet points consistently</p> <p>Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</p> <p>Identify formal/informal structures eg question tags, subjunctive form</p> <p>Know and understanding the differences between spoken and written language</p>
<b>Text Structure &amp; Features</b>	<p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
<b>Transcription</b>	<p>Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify</p> <p>Understand verb prefixes eg dis-, de-, mis-, over- and re-</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to look for suitable synonyms</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement best suited to the task</p>
<p><b>Learning Sequence:</b></p> <p>Class book - The Explorer by Katherine Rundell. Introduce book, cover, synopsis. Read and enjoy book as a class. Complete various activities regarding the book. Complete comprehensions about each chapter in the text produced from Literacy Shed. Discuss vocabulary from book - word of the day.</p>	

Complete variety of reading comprehensions - use of Literacy Shed - link to Science topic of Staying Alive. Discuss in class - vocabulary used, questions asked.

Cracking comprehension - use in class and with specific groups - highlight text, zap it and use as evidence. Send cracking comprehension texts home once a week and discuss answers given.

Differentiated comprehensions - sometimes sort children into ability groups and give focussed teaching - swap groups around with TA. Higher ability - focus on how to answer 3 mark questions - using evidence to support findings. Lower - focus on retrieval questions - teach skimming and scanning techniques.

Use of old SATs papers - class conditions and test conditions. Use specific questions for focussed teaching. Use of old papers for texts, children generate own questions from a text for another group/class/person. Design answer sheet and mark the other group's work.

### Learning Sequence:

Fractions - finishing up bits from last half term

Ratio and proportion

Algebra

Problem solving - multi- step

Cost versus quality - spending money, measures, link to DT food work.

Revision of shape and space, measures

Data Handling - variety of graphs, tables, venn and caroll diagrams/ time