

Unit planner: Were the Egyptians civilised?

Weeks: 8

<p>Key Concepts: Humanity, citizenship, right and wrong, freedom, beliefs</p>	<p>Intent: To understand how Ancient Egyptians survived using what resources they had. To explain and compare different times. To understand where different places are in the world and understand geographical terms. To understand the different states of matter.</p>	
<p>Lead Subjects: Geography, History, Writing</p>	<p>Starter: Flight experience to Ancient Egypt.</p>	
<p>National Curriculum Statements (Target Tracker) Pupils will be taught to – RE See SACRE document – Unit 4 Science Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <u>Art</u> Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Draws familiar objects with correct proportions Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Plan a sculpture through drawing and other preparatory work. Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. <u>DT</u> Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</p>	<p>Subject: History</p>	<p>Key Vocabulary:</p>
<p>Can I create a timeline of the main events in Ancient Egyptian times? Can I understand why the River Nile was so important to Ancient Egyptians? Can I understand the life of a famous Egyptian and create a fact file? Can I find information on a given artefact? Can I understand hieroglyphics? Can I use hieroglyphics to decode and spell basic words? Can I understand and research ancient civilisation? (New, Middle, Old Kingdoms) Can I understand the difference between primary and secondary sources? Can I understand the different burials carried out in Ancient Egypt? (Rich v Poor) Can I understand mummification and write instructions for it?</p>	<p>Time lining Artefacts Hieroglyphics Civilisations Pharaohs Tombs Pyramids Slaves Mummification</p>	
<p>Subject: Geography</p> <p>Can I name the 7 different continents in the world? Can I place the 7 different continents in the world? Can I find Egypt on a map and know where it is in relation to where I live? Can I name the two different tropic lines? Can I understand a range of geographical terms including their sizes? (Continents, country, city ect.)</p>	<p>Continents- Europe, Asia, Africa, North and South America, Australasia, Antarctica Oceans- Indian, Pacific, Southern, Atlantic, Arctic Countries Tropic of Cancer and Capricorn</p>	
<p>Subject: Art</p> <p>Can I understand the words: hue, tint, tone and shade? Can I create a picture with a focus hue? (River Nile Picture) Can I use multiple techniques to create a single picture? (Pyramid art - blending/silhouettes)</p>	<p>Hue Tint Tone Shade Blend Silhouette Contrast Wash</p>	
<p>Subject: D&T</p> <p>Can I create a sarcophagus? (clay modelling) Can I make authentic Egyptian bread? Can I create a stained glass jar linked to the Easter story?</p>	<p>3D Model Stain Pinch Pull Manipulate Mould</p>	
<p>Subject: Music</p> <p>Can I appraise a piece of music? Can I unpick the character of a piece of music?</p>	<p>Emotions Happy Sad Feelings Tempo Dynamics</p>	
<p>Subject: Science</p> <p>Can I group materials based on observations? Can I recall basic features about the three states of matter? (Solid/Liquid/Gas) Can I recognise some materials change state when they are heated or cooled? Can I recall the temperatures needed for freezing, boiling and melting to take place? Can I understand the water cycle? Can I use the water cycle to explain the process of evaporation and condensation? Can I set up a practical experiment to carry out a fair test?</p>	<p>Solid Liquid Gas Evaporation Condensation Freezing Boiling</p>	

<p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p> <p><u>Geography</u></p> <p>Recognise the different shapes of continents</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Identify where countries are within Europe; including Russia.</p> <p>Know how the locality is set within a wider geographical context</p> <p>Know about the wider context of places - region, country.</p> <p><u>History</u></p> <p>Place some historical periods in a chronological framework.</p> <p>Use historic terms related to the period of study.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Understand that sources can contradict each other.</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p> <p><u>Music</u></p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Use musical language to appraise a piece or style of music.</p>	<p>Can I make careful observations and record them appropriately?</p>		<p>Temperature Reversible Water Cycle</p>
	<p>Subject: RE Unit 4 – How is new life welcomed into the world?</p>		
	<p>Can I understand the Easter story?</p> <p>Can I understand why Easter is important to Christians?</p> <p>Can I understand symbols that link to Easter?</p> <p>Can I perform an assembly linked to Easter?</p> <p>Can I create a pop- up Easter ornament?</p> <p>How is new life welcomed into the world?</p> <p>Can I describe ceremonies that mark important stages of lives?</p> <p>Can I describe how people express their beliefs through ceremonies?</p> <p>Can I express my own spiritual ideas and question my own?</p> <p>Can I understand the role of community in different faiths?</p>		<p>Cross Palm leaves Tomb Symbols Rebirth Ascend Egg</p> <p>Ceremonies Love Family Celebration Church</p>
	<p>Text types:</p> <ul style="list-style-type: none"> • Setting Description- Egypt • Poster Text- landmarks and iconic places. • Ending of a story- changing the ending 'Egyptian Cinderella' 	<p>Literature:</p> <ul style="list-style-type: none"> • Atlas of Adventures • Egyptian Cinderella • Story of Moses 	<p>Math Links:</p> <ul style="list-style-type: none"> • Using map skills
<p>Enrichment:</p> <ul style="list-style-type: none"> • Egypt Day - classrooms changed into an aeroplane and a Egyptian Museum • Egyptian Experience Day - External company to come in for enrichment activities • Cathedral Visit- Christianity • Watch the Prince of Egypt 			