

## Term: Summer 1    Key Stage 2

Learning Challenge Question:

**Where do mummies come from?**

**WOW – Workshop with Manchester Museum**

**Week 1: What questions could I ask?**

**WOW – Workshop with Manchester Museum**

Knowledge Organiser – What do we know/what do we want to find out about electricity?

**Week 2: Why did the Ancient Egyptians live by the Nile?** (vocabulary – civilisation / millennium / primary and secondary evidence)

FARMING AND FLOODS Comparing location of civilisations by rivers. Looking at agricultural seasons in Ancient Egypt and the impact of Nile flooding. Studying artefacts such as tomb painting of agricultural scenes. Similarities and difference to Skara Brae.

**Week 3: What did Ancient Egyptians believe?**

GODS Studying the structure of Ancient Egyptian society headed by Pharaoh who was seen as a god. Looking at polytheistic beliefs of Ancient Egypt. Similarities and difference to Skara Brae.

**Week 4: What were the pyramids for?** (vocabulary – legacy)

AFTERLIFE Looking at monuments Ancient Egyptians left behind and their purpose. Sequencing mummification process. Similarities and difference to Skara Brae.

**Week 5: Where do mummies come from – what were canopic jars?**

ART Observing line and form through sketches of canopic jars in Art Books. Using light/dark heavy pressure/light pressure to create shade. Using smudging to create effect/shade with chalk and charcoal.

**Week 6: Reflection week**

Writing a quiz for others about what you have learned.

### ENGLISH

Class Text: Leila and the City of the Cat Goddess by Twinkl original

Week 1 - 3 Newspaper report – Finding the tomb of Tutankhamen

Week 4 - 6 Description of a setting – the tomb of Tutankhamen

### History

**Knowledge    Ancient Egypt - The achievements of the earliest civilizations**

Children will:

- have an overview of where and when the first civilizations appeared.
- have an understanding of Ancient Egypt society and religion.
- know how and why the Ancient Egyptians are remembered.

**Skills**

Children will be:

- putting artefacts or information in chronological order.
- demonstrating a coherent chronological narrative, knowledge and understanding of British history.
- exploring a range of similarities and differences between different times in the past.
- answering and devising their own historically valid questions.
- using one or more source of information to help answer their questions.
- explaining how the past can be represented or interpreted in different ways.
- creating a structured account of the past using a range of historical information from a range of historical sources
- thinking critically and develop perspective and judgement.

### Art and Design

#### **Knowledge**

Children will:

- create sketch books to record their observations and use them to review and revisit ideas.
- improve their mastery of art and design techniques, including drawing with a range of materials for example, pastels, pencil and charcoal.

#### **Skills**

Children will be:

- increasingly aware of composition.
- increasingly aware of scale.
- aware of texture and tone.
- manipulating tools with increasing accuracy.
- gathering information, making changes and reviewing work and that of others
- combining and developing techniques taught.

### Computing

#### **Knowledge and Skills**

Children will:

- design, write and debug programs that accomplish specific goals.
  - use sequence, selection, and repetition in programs.
  - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
  - explore online simulations, explaining rules behind the simulations and how they can be realistic / represent reality.
- discuss how simulations can be used.

**RE FOCUS –** What does it mean to be a Christian in Britain today?

### Homework:

Present information about Ancient Egypt – medium of own choice

