

Year 6 HISTORY Topic 4 Tomb Raiders

Key Assessment Questions

When did the Ancient Egyptians live? What historians know about life in Ancient Egypt? How does it compare to life in another ancient civilisations? What kind of legacies did this civilization leave us today?

SCHOOL VALUES (Spring 2): Compassion and Service Children will explore the way that the Egyptians lived in community and how they organised themselves. They should reflect on how this civilisation was built on people working together and serving each other to leave a lasting legacy.

	KNOW	DO	UNDERSTAND
	<p>Know that circa is a term historians use to place a date/event. It means roughly or around.</p> <p>Know that an Ancient Civilisation refers specifically to the first settled and stable communities that became the basis for later states, nations, and empires.</p> <p>Dynasty is a sequence of rulers from the same family legacy is something from a time in history that has been passed down and remains today.</p>		<p>VOCABULARY</p> <p>New vocabulary introduced in this unit: circa, dynasty Egyptology, irrigation, conquest, legacy</p> <p>This unit traces the rise and fall of a non-European society that provides contrasts with British and European history.</p>
Chronological Understanding	<p>The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years. It is the longest surviving ancient civilisation.</p> <p>Know some of the key dates</p> <ul style="list-style-type: none"> • circa 7000 BC - Settlement of Nile Valley begins. • circa 3000 BCE - Kingdoms of Upper and Lower Egypt unite. • 2,500 BC Construction of the pyramids • 669 BC - Assyrians from Mesopotamia conquer and rule Egypt. • 525 BC - Persian conquest. • 332 BC - Alexander the Great, conquers Egypt, founds Alexandria. A Macedonian dynasty rules until 31 BC. • 31 BC - Egypt comes under Roman rule 	<p>Place the period of Ancient Egypt on a timeline, along with other known events (see school timeline) and make connections to other known ancient civilisations.</p> <p>Explain a timeline of some of the key events/ achievements of the Egyptians.</p>	<p>Children should continue to develop chronologically secure knowledge of periods studied.</p> <p>Note that the Ancient Egyptians span the period in Britain of the Stone Age to Iron Age, and the later period spans Greek and Roman Empires in Europe.</p> <p>Geography link Look at world map to show these time connections (above).</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> • Know that Egyptology is a process historians use to study artefacts, buildings, monuments and mummies. • Know that Egyptians, like other ancient civilisations, had distinctive belief systems, art, culture and systems for every-day life. • Howard Carter was the most famous of the team of archaeologists who opened Tutankhamun's tomb in Nov 1922. 	<p>Describe how historians study artefacts from this era in a process called Egyptology.</p> <p>Research and present findings about what life was like in Ancient Egypt (farming, construction, religion, politics and rulers).</p> <p>Ask historically relevant questions about the opening of Tutankhamun's tomb. How do historians interpret some of the findings in the tomb?*</p>	<p>Understand how to construct informed responses by selecting and organising relevant historical information.</p> <p>Geography Link: Study of the Nile and its journey through North African countries.</p> <p>Geography Link: farming methods and irrigation – link with farming methods studied during Industrial Revolution.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference. Significant	<ul style="list-style-type: none"> • Egyptians gave the world art, culture and sophisticated ways of organising a civilisation. They gave the world systems for farming, mummification, techniques for building e.g. dams, architecture, tools for creating and paper from papyrus. 	<p>What did Ancient Egypt have in common with other civilizations at the time? (Compare with Mesopotamia/Sumer (Modern Iraq), the Indus Valley (Pakistan), and the Shang dynasty (China).*</p> <p>Name ways that the Ancient Egyptians have played a significant part in world history? What legacy have they left?</p>	<p>They should be able to see where and how this civilisation fits in chronologically with other ancient periods studied and understand its impact on the world since.</p> <p>YEAR 5 Link Children will know about Shang Dynasty from Islamic Golden Age.</p>

Year 6 Geography Tomb Raiders

Assessment Questions		
<p>- Where is Egypt in the world? Which continent? What is its capital city? Where is the River Nile located? Show on a map. Which countries does it span?</p> <p>- Describe the climate, biomes and vegetation belts found in Egypt. Why did early settlers build settlements near the river? What natural resources were available to them?</p> <p>- What features of human geography did these settlers develop by using the river? Which 3 seasons did Egyptians depend on and why? What is irrigation? Why is it important?</p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> Know that Egypt is a country found in the continent of Africa.</p> <p>Find other countries within Africa using an atlas.</p> <p>Find the position of the River Nile and understand its significance for the people of Ancient Egypt.</p> <p><u>Human and Physical Geography</u> Know that many people lived alongside the Nile and depended on its fertile surrounding soil to grow crops in otherwise dry, barren desert. Understand that the Nile provided food through fishing and trade/transport links for the Egyptian people.</p> <p>Know that the Egyptian calendar was based upon three seasons - flooding, planting and harvesting season.</p> <p><u>Key Vocabulary</u> Africa, continent, country, biome, equator, Nile, river, desert, fertile soil, flood, silt, irrigation, crops Geography Core Concepts: Resources (natural) Climate Population Land-Use Environment</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Find and label Egypt and other African countries on a map of Africa and world map (label equator, latitude, longitude and tropics of Cancer and Capricorn). Use a map of Africa to locate and chart the route of the River Nile, label Cairo, Luxor, The Valley of Kings.</p> <p><u>Place knowledge</u> <u>NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</u> Name ways in which the climate and physical geography of Egypt is different to the UK.</p> <p><u>Human and physical geography</u> <u>NC: describe and understand key aspects of:</u> ♣ physical geography, including: <u>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</u> ♣ human geography, including: <u>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u></p> <p>Describe the physical features of climate, biomes (desert and grassland) and vegetation belts found in Egypt and around the Nile.</p> <p>Give reasons why early settlers built homes along the River Nile, explaining the benefits of living next to a source of water (food, irrigation for crops and farming, trade, fishing, transport).</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Study aerial photos and maps of Egypt to observe its physical and topographical features.</p> <p><u>Fieldwork opportunities</u> Visit Egypt on Google Earth. Study aerial photograph of Egypt and the surrounding desert nowadays and make observations about biomes, climate, and land use patterns. Use different maps of Africa to observe rainfall across the continent.</p>	<p>In this unit we learn more about the continent of Africa and deepen our understanding of some of the countries there, its climate and biomes with particular attention to Egypt. Children study the vital importance of the River Nile not only for the Ancient Egyptians, but also for farmers and communities now. They consider why the earliest settlements were built next to the River Nile. Children look at how early irrigation systems were created to rear cattle and grow crops and how these are still used to this day in Egypt.</p>

Year 6 ART Topic 6: Tomb Raiders

Assessment Question

How did you create your sculpture? What materials did you use? Why? How did you create the different surface textures?
How did you create your colour palette?

Compassion and service

KNOW	DO	UNDERSTAND
<p>Know how to use a sculpture base such as wire/newspaper/supports to create a 3D image.</p> <p>Know how to use mod roc to create different surface textures.</p> <p>Know how to blend a range of colours for a purposeful effect.</p> <p>Key vocabulary: Sculpture/3D Surface texture Blend Tone Symmetry Light/shadow</p>	<p>3D/sculpture: Children create Egyptian death masks (Pharaoh) – explore symmetry, light, dark. Hieroglyph art. Cartouches – mod roc/sculpture.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in art and design techniques <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>This topic focuses on the ancient civilisation of Egypt. As part of this topic, children learn about the importance of religion, gods and goddesses to the Ancient Egyptians, and will use this study as the basis for developing their artwork.</p> <p>Children will build upon sculptural skills develop during Paleontologists, using mod roc, to a personalised cartouche and death mask, which they will then paint.</p>

Year 6 MUSIC Topic 4: Tomb Raiders

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • There are different ways to layer and structure sounds for effect (minimalism) • To improve future performances`frxt1y63t5rejytrt5yu65678oiuytrertyuiuytrdertyuiuytrtyuiuytre, you should take time to evaluate and reflect on those you have done. <p>Vocabulary:</p> <p>Minimalist/ minimalism</p> <p>Elements</p> <p>Melody</p> <p>Structure</p> <p>layering</p>	<p>Music express: Year 4 unit on ancient worlds (use this as a base, and take opportunities to build on learning and bring in Year 6 elements covered)</p> <p>Children will learn the song ‘amazing Egyptians’ looking at the structure and use of dynamics. Children will need to refine breathing, look at phrasing and sing expressively.</p> <p>They will listen to the opening of <i>The Funeral of Amenhotep III</i> (0.00 – 1:33), composed by Philip Glass to represent an ancient Egyptian funeral procession. They will discuss the melodies and how they are composed in a minimalist style.</p> <p>The children will re-arrange the song <i>Amazing Egyptians</i> to give it a new structure similar to that of <i>The Funeral of Amenhotep III</i>. They will move into groups to perform and when secure, they can record a performance, listen back and discuss how effective the layering was.</p> <p>They will then listen to ‘Amazing procession’ and discuss how this has been structured layer by layer. The shifting between verses and chorus is again a feature of minimalism.</p> <p>Finally, the children will put on a performance of an ‘amazing procession’ using a layered structure (melody verses and a range of ostinati)</p> <p>Cross curricular links: Further links for information about what instruments Ancient Egyptians used and when and where music was played History for kids, Ancient Egypt for kids music and dance</p>	<p><i>This unit fits in with the Egyptian topic. By now, the children should be leading their performances and suggesting how musical elements can be used/ how performances should be staged etc.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression