

Unit: Ancient Egyptians		Focus: History/Geography, Art/DT
Year Group: 5	Term: Autumn 1 & 2	
Intent: Dig deep into an ancient civilisation and explore the wonders of Ancient Egyptian society and how their influence on the wider world!		
Engage: Egyptian artefacts workshop in school or virtual tour	Trip/Visitor: Egyptian artefacts workshop in school or virtual tour	Express: Egyptian Art workshop with parents & carers
RRSA links: Article 6: You have the right to life and be healthy. Article 28: The right to learn & go to school. Article 35: You have the right to not be sold (Slavery).		
English links: Explanation text about Mummification. Information text about Pharaohs or an aspect of Egyptian life.		
As Historians we will: (Key concepts: Chronology, significant people, places & events)		As Geographers we will: (Key concepts : place knowledge, human & physical geography)
Place current study on a timeline in relation to other studies e.g. Vikings & Ancient Egyptians. Draw a timeline with different historical periods showing key historical events or lives of significant people.		Locate countries and major cities across the globe <i>e.g. locate the continent of Africa, locate Egypt & its capital city.</i> (Chn could then add additional information about Egypt, its population, culture, landmarks, cities etc)
Describe and explain the achievements of an influential leader from different periods of history e.g. Hatshepsut, Ramesses II, Tutankhamun & Cleopatra VII.		Understand geographical similarities & differences of a region of the UK & a region outside of Europe e.g. North West of England & a region of Egypt (close to the River Nile)
Evaluate the leadership qualities of a significant individual & make a judgement as to whether they were an effective leader.		
Explore the lives of people in different sections of Egyptian society.		Provide detailed explanations for features in relation to location e.g. dwellings/settlements are built near water sources because... rivers are trade links... (Ancient canals & port of Giza linked to the pyramids), modern day tourism.
Investigate the pyramids. How were they built and who were they for?		
Explore the significance/importance of the mummification process to the Ancient Egyptians.		To describe and understand climate zones , rivers, mountains, volcanoes & earthquakes e.g. arid climate.
Make a reasoned judgement from the evidence of tomb artefacts about the identity of the occupant of an Egyptian burial chamber e.g. Tutankhamun.		To describe & understand the characteristics of different biomes e.g. desert biome.
Create structured accounts of the characteristics & importance of an ancient civilisation/society.		To describe and understand climate zones, rivers , mountains, volcanoes & earthquakes e.g. The River Nile.
Summarise how Britain may have learned from an ancient civilisation.		
Identify how the Egyptians communicated. What were hieroglyphics and how were they used?		
As Artists we will: (Key concepts: Painting & 3D Sculpture).		As Designers we will: (Key concepts: Mechanisms)
Make and match colours with increasing accuracy.		Analyse how inventions & products have changes people's lives e.g. ancient shaduf Vs modern day cranes.
Create tints, shades & highlights using paint.		Develop ideas through the analysis of existing products.
Investigate how different artists & cultures have used a range of visual elements in their work e.g. line, tone, texture & pattern e.g. an Egyptian Death Mask.		Understand how gears & pulleys can be used to speed up or slow down a mechanism (Theory & practical exploration).
To consolidate existing skills & explore different media.		Use annotated sketches, cross sectional drawings & exploded diagrams to test & communicate ideas.
Further develop techniques & use of tools associated with 3D form using intricate detailing & features in clay e.g. Canopic jars.		Test & evaluate my product/design against original criteria e.g. function & adapt as the design is developed.
		Understand how to strengthen, stiffen & reinforce 3D frameworks (of the shaduf).