

Ancient Egypt – Year 5



Session	<u>National Curriculum objective</u> Children are to learn about:	Activity.
	<p>History Explain why people acted as they did.</p>	<p>Work on pyramids/tombs/afterlife</p> <p>Watch The Prince of Egypt</p> <p>Note When someone died in ancient Egypt, it was believed that their soul went on a journey to the underworld, where they would be judged by Osiris, Lord of the Underworld. If they were judged as a good person, their soul would be reunited with their body and live in paradise for eternity.</p> <p>How people lived and worked in Ancient Egypt.</p>
	<p>History Compare sources of information available for the study of different times in the past Evaluate the usefulness of a variety of sources Provide an account of a historical event based on more than one source</p>	<p>Newspaper report/English</p>
	<p>History Understand that the type of information available depends on the period of time studied</p>	<p>Covered throughout Ancient Egyptian topic.</p>
	<p>History Select, organise and record relevant information from a range of sources to</p>	<p>Canopic Jars-understand the ritual of mummification.</p>

	<p>produce well-structured narratives, descriptions and explanations.</p>	<p>Glossary-Understand and define technical vocabulary.</p> <p>Hieroglyphics-Rosetta Stone.</p> <p>Find out about the <i>Book of the Dead</i>, then explain what it was and why it was important. Write their own transformation spell, which will transform them into a plant or animal and give them special powers and abilities in the afterlife!</p> <p>Note The <i>Book of the Dead</i> was a collection of about 200 spells and illustrations, written on papyrus scrolls. The spells were believed to help the dead face dangers in the underworld and achieve eternal life.</p>
	<p>History Describe how a significant individual or movement has influenced the UK or wider world.</p>	<p>Find out about events leading up to the death of Cleopatra VII, the last Egyptian queen. Look at different versions of events and draw conclusions about what the true story might have been. Work in groups to present a short talk about their findings and views.</p> <p>Note The most popular version of events is that Cleopatra committed suicide by placing a poisonous snake on her body and letting it</p>

		kill her. However, there are different accounts...
	<p>History Describe how a significant individual or movement has influenced the UK or wider world</p>	<p>Consider what the ancient Egyptians contributed to world history. Make posters and animated presentations using software such as PowerPoint or Prezi to document their ideas. Present their work to an invited audience.</p> <p>Note Children could work in pairs to create their presentation. They could invite parents and family members to come in and see what they have learnt about how ancient Egyptian culture has influenced history.</p>
	<p>History Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p>	<p>Hold a quiz about ancient Egypt! Plan questions for each other, making sure they cover key dates, mummification, pyramids, gods, pharaohs and everyday life.</p> <p>Note Use a familiar game show format and ensure the teams are mixed ability. Use picture clues, multiple choice and audio clips. Why not honour the winners with the double crown of the pharaoh?</p>
	<p>Geography Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.</p>	<p>Map of the world-plot Egypt and the UK.</p> <p>Write a tourist's guide to Egypt, detailing key</p>

		<p>monuments and locations that they would recommend visiting. Include information about the climate, currency, leisure activities and language.</p> <p>Note Show the children a range of travel maps and guides to major cities. The children could include a map with a key to show the main attractions. The guide could be presented using appropriate ICT tools.</p>
	<p>Geography Explain how things change by referring to the physical and human features of the landscape.</p> <p>Know about the wider context of places e.g. county, region and country. Know and describe where a variety of places are in relation to physical and human features.</p> <p>Understand about weather patterns around the world and relate these to climate zones</p>	<p>Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Annotate a map of the Nile, locating towns and cities along its course.</p> <p>Use BBC clips</p> <p>Note Daily life in ancient Egypt revolved around the Nile and the fertile land on its banks, which forms a green valley across the desert to this day. The ancient Egyptians lived and farmed along the Nile, using the</p>

		soil to produce food for their families and animals.
	<p>ART Develop skills in using clay including slabs, coils and slips</p> <p>Evaluate his/her work against their intended outcome.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p>	<p>POTS</p> <p>Hieroglyphics on Papyrus</p>
	<p>Music</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory • To perform a piece of music with expression. 	<p>To create and perform a rap about the Ancient Egyptians</p>
	<p>D&T Name and select appropriate tools for a task and use them with precision.</p>	<p>Look at a range of jars and containers from ancient Egypt and find what materials they were made from. Draw their shape and form, then out use clay to make a jar or container that could be used in an ancient Egyptian home to carry water or store food.</p> <p>Note Children should begin by making a coil pot and smoothing the sides before adding detail, a lid and pattern work.</p>

	<p>D&T Explain what times of year particular foods are in season.</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them.</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat.</p> <p>Understands the main food groups and the different nutrients that are important for health.</p>	<p>Make bread - Egyptian style! Learn about the ancient Egyptians' daily diet, including how the Nile's flooding cycle provided seasonal rhythm for the Egyptian people. Follow a simple recipe to bake flatbread, adding a range of Middle Eastern fruits, such as dates or sultanas. Enjoy their bread with other common foods, including chickpeas, dates, honey, raisins and pomegranates. Children could mark on a calendar the season each ingredient becomes available.</p> <p>Note Put the children into small groups and show them how to make bread, a staple of the ancient Egyptian diet. Flour for baking bread was made in ancient Egypt by grinding the grain from wheat or barley, two of the country's main arable crops.</p>
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