

<p><b><u>Links to Prior Learning</u></b></p> <p>Rocks and Metals, Big Blue, Flow – Atlas work</p> <p>Warriors and Raider – Romans, Vikings, Anglo Saxons</p>	<p><b><u>Substantive Knowledge</u></b></p> <p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <p>Changes in Britain from Stone Age to Iron Age</p> <p>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</p> <p>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</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Geography)</p>	<p><b><u>Cultural Capital</u></b></p> <p>Book: The Red Pyramid, Ozymandius</p> <p>Art: Egyptian tomb paintings, scarabs, amulets</p> <p>Music:</p> <p>History: Tutankhamun death mask, Stonehenge</p> <p>Design: Paul Hollywood – baking, Jamie Oliver – one pan wonders</p> <p>Compare art work, weapons and jewellery found at burial sites in Britain and Egypt</p> <p>The value of different discoveries over time</p> <p>Our parliamentary democracy.</p>
<p><b><u>Key Questions</u></b></p> <p>What can we learn about history from ancient artefacts?</p> <p>How is ancient history similar/ different in Egypt and Britain?</p> <p>Is it right that one country’s treasures are held in another country’s museum?</p> <p>How are Egyptian pyramids similar to Mexican ones?</p> <p>What does the building of the pyramids tell us about Egyptian social hierarchy?</p> <p>What can Skara Brae teach us about Britain’s early settlements?</p> <p>How did farming change stone age society?</p> <p>What are the similarities between stone age, bronze age and iron age Britain?</p>	<p><b><u>Civilisations!</u></b></p> <p><b><u>Yr 5/6</u></b></p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Historical Enquiry and Questioning – Chronology – Similarities and Differences – Continuity and Change – Recording (History)</p> <p>Map Skills – Direction – Positioning (Geography)</p> <p>Developing Ideas – Techniques – Appreciating – Evaluating (Art, clay &amp; paint)</p> <p>Program, monitor and control products (DT, microbits, electrical quizzes)</p> <p>Cooking and Nutrition (DT, cooking on a hob)</p>	<p><b><u>Key Vocabulary</u></b></p> <p>Archaeology</p> <p>Prehistoric</p> <p>Pharaoh, tomb, sarcophagus, Tuthankhamun, mummification, Cairo</p> <p>Howard Carter</p> <p>Artefact</p> <p>Osiris</p> <p>Skara Brae</p> <p>Stone Age, Iron Age, Bronze Age</p> <p>Rameses II</p> <p>Cleopatra</p>
<p><b><u>Throughout</u></b></p>	<p><b><u>Discrete</u></b></p> <p>Science (and DT?) – Forces, RE –Y5 What did Jesus do to save human beings?</p> <p>Do Muslims need the Qur’an? RE – Y6 Salvation What difference does the resurrection make?</p> <p>People of God How can following God bring freedom and Justice? French RE – Y6 – Y5 Unit 12-13, Y6 unit 16, PSHE - ?, Computing – 3D modelling, video editing. PSHE – Body image and media portrayal. Health and wellbeing, including negative behaviours. Jobs and aspirations. Savings, interest, tax, debt.</p>	

<p><b><u>Maths Links</u></b>          Negative numbers (BC, CE)</p>	<p><b><u>English Links</u></b>          Atmospheric Egypt narrative          Biography (Tutankhamun/Cleopatra)          Poetry - Ozymandias</p>
<p><b><u>DT tools and techniques</u></b>          Bread making - Cutting (knife)          Mixing, kneading, rubbing          Food preparation/hygiene          Cooking (hob)          Fire safety</p>	<p><b><u>Art tools and techniques</u></b>  <b>Printmaking</b> lino cuts working from Egyptian carved stone slabs/tomb paintings  <b>3D Clay</b>          looking at Scarabs/Egyptian amulets create own</p>
<p><b><u>History knowledge to be remembered</u></b></p> <ul style="list-style-type: none"> <li>• Ancient Egypt lasted roughly 3,000 years.</li> <li>• In Ancient Egypt, pharaohs would be entombed either in pyramids or the Valley of the Kings.</li> <li>• Mummification was used to preserve the body after death. This included having the brain destroyed and removed through a hook up the nose, having other vital organs removed and kept in canopic jars, having the body submerged in salt for two months, before being stuffed with linen or sawdust, and finally wrapped in linen cloths. They believed this would help them survive in the afterlife – if they were worthy of it.</li> <li>• Egyptians believed in many gods, including Ra, Osiris and Anubis.</li> <li>• The flooding of the Nile fertilised the earth, meaning that Egypt had rich farmland.</li> <li>• Egyptians used a form of picture-writing called hieroglyphics. They would write on papyrus, made of woven reeds.</li> <li>• Rameses the Great was a powerful pharaoh with a long reign. However, Tutankhamun is now most well-known, (even though he died aged 18/19) due to the discovery of his tomb and treasures by Howard Carter in 1920.</li> <li>• Cleopatra was the last pharaoh. She was clever and cunning, and had relationships with Roman leaders Julius Caesar and Mark Anthony. After her death with Anthony, Egypt became part of the Roman Empire.</li> <li>• The Stone Age lasted roughly 2 ½ million years, and had people making tools out of stone. The era saw inventions such as fire, knives, spears, bows and arrows, baskets, boats, and art. Important sites include Stonehenge and Skara Brae.</li> <li>• At the start of the Stone Age, people were nomadic hunter-gatherers, but by the end had moved into farming settlements.</li> <li>• The British Bronze Age (roughly 2500 - 800 BCE) had metalworking, tools made of bronze, and items made of gold. Inventions included writing, and development of textiles, pottery, agriculture, trade, and architecture, as well as cities and structures of society. Many people lived in round houses made from wattle and daub (a mixture of mud and twigs) and had thatched roofs.</li> </ul>	<p><b><u>Evaluation 2019/20</u></b></p> <p>The Red Pyramid wasn't used. Focus on using key scenes for story writing next time.</p> <p>Ozymandius enabled study of classical poetry, the statue it's inspired by and debate of ethics of British Museum owning other countries' treasures taken without permission.</p> <p>Hook day – mummification and the Egyptian afterlife, sarcophagus art work, flat bread and papyrus making.</p> <p>Trip to Ashmolean with orkshop should be organised next time.</p> <p>Focused on 3 pharaohs – Rameses the Great, Tutankhamun and Cleopatra. This led to interesting discussions – If Tut is more famous for his death than his life then does he deserve the fame?</p> <p>Topic was cut short due to Covid-19 so Stone Age and Bronze Age studies not completed.</p>

- The British Iron Age (roughly 800BCE – 100CE) ended with the Romanisation of southern Britain. Farming and trade were further developed, coins were introduced, and tools were made from strong iron. People still usually lived in roundhouses, though these were built inside protective wooden hillforts, and were sometimes made of stone.