

Toot... and come in!



7 Weeks

Rationale/Intent

Pupils are introduced to the work of archaeologist, Howard Carter, the children read a diary entry of his from the time when he discovered Tutankhamun's tomb. This includes all of his research to explain how the ancient Egyptians lived and how the mighty Pharaohs ruled this land. As future historians, pupils will ask historically relevant enquiry questions about Ancient Egyptian society, hierarchy and the British Value of democracy.

As historians, the children will build upon their previous knowledge of discovering civilizations from the past, understanding our past from a range of sources and constructing their own informed responses. This unit will develop the children's understanding of the British Value of mutual respect and tolerance as we learn about how our past has shaped our future. Working together, we strengthen our school ASCENT value of community to research and present our findings.

As designers, the children will build upon their previous knowledge of sewing techniques whilst using these skills to practice new joining techniques. They will combine these skills with their design and artistic creativity to create an item of Egyptian inspired clothing. The children will showcase the school ASCENT values of aspiration whilst persevering within the design and creating elements of the curriculum.

Hook

The children receive information written in hieroglyphics and are tasked with decoding what the message says. Who is it from? What does it mean? This task introduces the ancient alphabet and children can use this to write their names and create a message to share with their peers. Discussions around the ease of the alphabet and how it was used will flow into the start of our new project.

Objective: To use a range of sources to discover about life in Ancient Egyptian Society.

Outcome

Living museum with pupils dressed as Ancient Egyptians sharing their knowledge and research with family.

English

Link text; Non-fiction Egyptian texts and Hotel Flamingo

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Fiction- Egyptian settings

Non-Fiction- diary as Howard Carter upon opening the tomb of Tutankhamun

Writing skills to cover

Cohesive devices

Addressing the audience appropriately

Punctuation and Grammar

Subject and verb agreement

Use of past tense verbs

Regular and irregular verbs

Fronted adverbials
 Conjunctions to extend sentences
 Use of appropriate tenses
 Full stops, capital letters, question marks, commas in lists and demarcation of clauses

Free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject - History

(NC) The achievements of the earliest civilizations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt

To apply understanding of the impact of different sources such as primary and secondary and the differences between.

To define the following terms:

- Sarcophagus
- Pyramid
- Papyrus
- Pharaoh

To recall reasons why the River Nile was so important to Ancient Egyptian Society, including:

- Supply of fresh fish
- Water to drink
- Animals lived on its banks that could be hunted
- To irrigate (water) land so crops could be grown

To recall who Tutankhamun was and that his tomb was discovered in 1922 by Howard Carter.

To recall the purpose of The Book of the Dead to offer spells to give people a safe journey into the afterlife.

To recall that the pyramids were built by agricultural laborers, not slaves.

To develop historical enquiry skills.

Focus Subject - DT

To use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

(NC) generate, develop, model and communicate their ideas through discussion, annotated sketches... prototypes, pattern pieces...

To select textiles and materials that are most suited to the product

To use a range of finishing techniques to ensure the product is aesthetically pleasing

(NC) Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

To use a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch)

Visits and visitors: A visit from Treehouse Theatre company to complete a 'Play in a Day' about the life and history of Ancient Egyptians.

Cultural capital:

Computing: To safely use research skills to discover further information about the life and times of the Ancient Egyptians.

Science: To identify the differences between different animals and how these differences correspond to different groups (even within species).

Home Learning: Keep a series of diary entries for the life of our project, detailing discoveries and points of learning that could be shared with others in the school. Pupils are encouraged to be creative in their presentation - can they include hieroglyphics in their diary?