

## Significant People/Events

King Khufu

Queen Hapshetsut

Tutankhamen

Howard Carter—who found the tomb of Tutankhamen in 1922

The building of the Aswan Dam

## Timeline

7500 BC – First settlers in Nile valley

3500 BC – First use of hieroglyphics

2550 BC – Pyramids at Giza built

1336 BC – Tutankhamun becomes pharaoh

332 BC – Alexander the Great conquers Egypt

196 BC – Rosetta stone carved

51-30 BC – Cleopatra reigns

30 BC – Egypt becomes a Roman province

1922 Howard Carter discovers king Tut's tomb

## Vocabulary

Desert river canal

tributary reservoir

Mouth Sea source

water cycle Flood plain

Evaporation Condensation

precipitation

Afterlife Canopic jar Cartouche

Dynasty Hieroglyphics

Mummification Papyrus

Pharaoh Pyramid.

River Nile Sarcophagus

Tomb

## Tomb raiders

## Experiential Learning

Visit with Touchstone

## P4C / Big Questions

Why should we learn about the past?

What can we learn about ourselves by learning about the Ancient Egyptians?

What is equality?

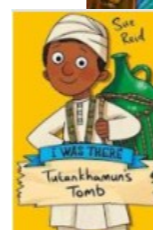
## Text Links

Egyptian Cinderella

Tutankhamen's tomb



The scarab's secret



## Learning Outcomes

As a geographer:

I can ask geographical questions about the physical and human features of a location

I can describe key aspects of physical geography including rivers and mountains in an area of the UK and a European country/Africa

I can describe key aspects of human geography including land use in an area of the UK and a European country/Africa  
I can name and locate some countries of Europe (and Africa) and I can share my views about locations



pean

As a historian :

I can find out about everyday lives of people in time and compare with our life today

I can identify reasons for and results of people's actions (cause & effect)

I am beginning to identify that history is split into periods and identify main periods linked to learning

I am beginning to understand where the period studied fits into a larger chronological overview in relation to what has and will be taught

I know that history can be split into AD and BC and am beginning to know what they mean

I can sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using

I can distinguish between different sources and evaluate their usefulness and reliability

I am exposed to the idea that interpretations of a period can change when new evidence is found

I can use a range of sources to find out about a time period

I can observe small details – artefacts/pictures

I can select and record information relevant to the study

I can begin to use the books and e-learning for research

I can use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions

I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, models



As an artist:

I can shape, form, model and construct (malleable and rigid materials)

To make EGYPTIAN JEWELLERY

I can plan and develop ideas with an understanding of different adhesives and methods of construction and aesthetics

I can see pattern in the environment

I can draw both the positive and negative shapes

I can make initial sketches as a preparation for painting

I can make accurate drawings of people – particularly EGYPTIAN ART/TOMBS and faces

I can draw symmetry in FAMOUS BUILDINGS

I can design . using ICT to make patterns on a range of surfaces

I can introduce and use different types of brushes techniques- apply colour using dotting,

I can make colour wheels when painting in the style of SEURAT



As a designer:

I can select tools and techniques for making my product.


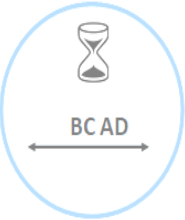


I can measure, mark out, cut, score and assemble components with more accuracy.

I can work safely and accurately with a range of simple tools.

I can think about my ideas as I make progress and be willing to change things if this helps me improve

I can demonstrate hygienic food preparation and storage.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Geography</b>  		<p>The River Nile</p> <p>I can ask geographical questions about the physical and human features of a location</p> <p>I can describe key aspects of physical geography including rivers and mountains in an area of the UK and an area of a European country/Africa - where is Egypt</p>	<p>I can describe key aspects of human geography including land use in an area of the UK and a European country/Africa</p> <p>I can name and locate some countries of Europe (and Africa) and I can share my views about locations</p>							
<b>History</b>  	<p>Place in a timeframe</p> <p>I am beginning to identify that history is split into periods and identify main periods linked to learning</p> <p>I am beginning to understand where the period studied fits into a larger chronological overview in relation to what has and will be taught</p> <p>I know that history can be split into AD and BC and am beginning to</p>	<p>Everyday life</p> <p>I can find out about everyday lives of people in time and compare with our life today</p>	<p>Everyday life</p> <p>I can identify reasons for and results of people's actions (cause &amp; effect)</p>	<p>Life after death</p> <p>I can sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using date</p> <p>I can distinguish between different sources and evaluate their usefulness and reliability</p>	<p>Beliefs</p> <p>I can use a range of sources to find out about a time period</p> <p>I can observe small details – artefacts/pictures</p>	<p>Non– chron report</p> <p>I can select and record information relevant to the study</p> <p>I can begin to use the books and e-learning for research</p>	<p>Howard Carter-I am exposed to the idea that interpretations of a period can change when new evidence is found</p>		<p>I can use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions</p>	<p>I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, models</p>
			<p>I can shape, form, model and construct (malleable and rigid materials)</p> <p>To make <b>EGYPTIAN JEWELLERY</b></p>	<p>I can see pattern in the environment</p> <p>I can design . using ICT to make patterns on a range of surfaces</p> <p><b>Clay pot for make up</b></p>			<p>I can introduce and use different types of brush- es techniques- apply colour using dotting, I can make colour wheels when painting in the style of <b>SEURAT</b></p> <p><b>French week</b></p>	<p>I can make initial sketches as a preparation for painting</p> <p>I can make accurate drawings of people – particularly <b>EGYPTIAN ART/TOMBS and faces</b></p>	<p>I can plan and develop ideas with an understanding of different adhesives and methods of construction and aesthetics</p> <p><b>Model of an Egyptian God</b></p>	<p>I can draw both the positive and negative shapes Japanese art</p> <p>I can draw symmetry in <b>FA-MOUS BUILDINGS - Egyptian temples</b></p>
<b>DT</b>  						<p>SHADUF</p> <p>I can select tools and techniques for making my product.</p> <p>I can measure, mark out, cut, score and assemble components with more accuracy.</p> <p>I can work safely and accurately with a range of simple tools.</p> <p>I can think about my ideas as I make progress and be willing to change things if this helps me improve my work.</p>		<p>I can demonstrate hygienic food preparation and storage. - <b>bake bread</b></p>		