

# Can you walk like an Egyptian? Curriculum Driver

Year 4/5 Autumn Term

**Linked people of study:** Howard Carter, Tutankhamun.

**Linked texts:** The time travelling Cat and the Egyptian goddess by Julian Jarman  
Egyptian Cinderella.

**Linked Music:** Charanga Unit 1 Y5 Living on a prayer  
Charanga Unit 2 Classroom Jazz 1

**Trips/Visitors:** Truro Museum.

**Topic Composite/Finale:** Museum

**Future Learning Link:** History Topic  
Would you like a mammoth as a pet?



## Geography

**Intent:** Children are able to find out about Ancient Egypt using a range of geographical skills.

### Skills, and Knowledge Components Focus

- Locate on a map human and physical characteristics of countries around the world and major cities including North and South America.
- Study features of a river
- Use maps, atlases, globes and digital computer mapping to locate countries and identify features of countries.

### Sticky Knowledge:

- I know where Egypt is in relation to other countries.
- I know that the capital city of Egypt is Cairo.
- The river Nile is the longest river in the world.
- People settled near the Nile as it was a useful source of water (used for drinking, washing, watering crops)

**Key Vocabulary:** characteristics, maps, globes, atlases, river, Nile, Cairo, features, countries, source

**Subject Composite:** Invite parents into school for an Ancient Egypt Museum and share models depicting physical features of the country.

**Impact:** Children have a sound knowledge of where Egypt is in the world and can name its city and river.

## History

**Intent:** Children have a good knowledge of an early civilization through an in-depth study of Ancient Egypt.

### Skills, and Knowledge Components Focus

- Generate purposeful questions.
- Begin to think about the impact of historical events/people.
- Understand the difference between primary and secondary sources.
- A detailed study of a particular famous person and their historical legacy.
- Question why something happened and how it impacted people long term.

### Sticky Knowledge:

- Approximately 4000 Egyptian workers built the pyramids.
- Pharaohs were usually buried under the pyramid structure although some had burial chambers built inside the pyramid.
- Mummification is the process in which the flesh and skin of a corpse (dead body) can be preserved
- A picture used as a form of writing instead of letters- hieroglyphics.
- A pharaoh is an ancient Egyptian ruler (King or queen)
- Tutankhamun was an ancient Egyptian Pharaoh.

### Key Vocabulary:

Pyramid, pharaohs, mummification, hieroglyphics, merchants, Sphinx, preserved, burial chambers, corpse, Tutankhamun

### Subject Composite:

- Role Play of mummification ceremony.
- Biography/diary entry of Tutankhamun

**Impact:** Children have a good knowledge of Ancient Egypt and are able to share their knowledge with others.

## Science

**Intent:** Children to build upon prior knowledge of Animals, including humans.

### Skills, and Knowledge Components Focus

- Describe the simple functions of the basic parts of the digestive systems in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

### Sticky Knowledge:

- I know the teeth of an animal are designed to eat different foods depending on the diet of the animal.
- I know that incisor teeth bite and cut.
- I know that canine teeth tear and rip.
- I know that molar teeth grind.
- I know that premolar hold and crush.
- I can label the digestive system.
- I know that an arrow in a food chain shows the flow of energy.
- I can give an example of a food chain.

**Key Vocabulary:** digest, oesophagus, stomach, small intestine, large intestine, incisor, canine, molar, premolar, tongue, oesophagus, stomach, pancreas, anus, salivary gland, liver, gallbladder, rectum

### Subject Composite:

- To carry out a digestive system experiment.

**Impact:** Children can confidently name the different teeth and their purposes. Children can label the main organs in the body and describe how the digestive system works. Children can orally explain how a food chain works.

## Art

**Intent:** Children to use a range of materials to create art work using key skills.

### Skills, and Knowledge Components Focus

- Experiment working with different textures.
- Acrylic paints, oil pastels, charcoal.
- Build up painting techniques (resist work, layering, and scraping.)
- Use Art to express an emotion. Why have they chosen the materials and techniques that they have?

### Sticky Knowledge:

- I know that different tools create different techniques.
- I know that I made need to create a base coat to my work before a final coat of paint.
- **Key Vocabulary:** Acrylic paints, oil pastels, charcoal, layering, base coat, techniques, texture, mould, shape

**Subject Composite:** Clay Egyptian jewellery, Canopic jars

**Impact:** Children have explored the Egyptians in great depth and have been able to express their knowledge through Art.

## Computing

**Intent:** Children are able to use the internet safely to gather information and research to create an E-book on ancient Egyptians.

### Skills, and Knowledge Components Focus

- Use search technologies effectively and safely.
- Use search technologies and understand how results are ranked.
- Use technology safely, respectfully and responsibly

### Sticky Knowledge:

- I know that Goggle is a search engine that I can use.
- I know that I need to choose trustworthy sources to collect information from.
- I know that I must inform an adult if something inappropriate occurs on the screen

**Key Vocabulary:** Google, search engine, internet, rank, safety,

**Subject Composite:** E-Book Egyptians

**Impact:** Children have the necessary skills and awareness to create an E-book in another curriculum area.