

## Spring Term Curriculum Map Year 6

	How were the lives of the Ancient Egyptians different to our lives today?
English	<ul style="list-style-type: none"> <li>• Explanation text (mummification/pyramids)</li> <li>• Character descriptions (Howard Carter/Water boy)</li> <li>• Mystery story</li> <li>• Performance poetry</li> </ul>
Maths WRM	<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Algebra</li> <li>• Decimals</li> <li>• Fractions, decimals and percentages</li> <li>• Area, perimeter and volume</li> <li>• Statistics</li> </ul>
Science	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment , with increasing accuracy and precision</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>• Identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?</li> <li>• use recognised symbols when representing a simple circuit in a diagram</li> <li>• <a href="#">make their own traffic light system or something similar</a></li> <li>• <a href="#">explain the danger of short circuits</a></li> <li>• <a href="#">explain what a fuse is</a></li> <li>• <a href="#">explain how to make changes in a circuit</a></li> <li>• <a href="#">explain the impact of changes in a circuit</a></li> <li>• <a href="#">explain the effect of changing the voltage of a battery</a></li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>• <a href="#">explain how different colours of light can be created</a></li> <li>• <a href="#">use and explain how simple optical instruments work (periscope, telescope, binoculars, mirror, magnifying glass, Newton’s first reflecting telescope)</a></li> <li>• <a href="#">explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters</a></li> </ul> <p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• give reasons why offspring are not identical to each other or to their parents</li> <li>• explain the process of evolution and describe the evidence for this</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>

	<ul style="list-style-type: none"> <li>talk about the work of Charles Darwin,</li> <li>explain how some living things adapt to survive in extreme conditions</li> <li>analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet</li> <li>begin to understand what is meant by DNA</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> <li>make a diagram of the human body and explain how different parts work and depend on one another</li> <li>name the major organs in the human body and locate the major human organs</li> <li>make a diagram that outlines the main parts of a body</li> </ul>	
History	<ol style="list-style-type: none"> <li><b>Understand how evidence is used to prove historical claims.</b> <i>Interpreting sources and evidence/ Understanding chronology</i> Put dates into chronological order using BCE and CE. Look at artefacts and descriptions. What do they teach us about the Ancient Egyptians?</li> <li><b>Understand the process of mummification.</b> <i>Describing change and continuity/Understanding cause and consequence</i> Explain the steps of mummification and why it took place. Beliefs about the afterlife. Burial/funeral practices.</li> <li><b>Find out about famous pharaohs.</b> <i>Interpreting sources and evidence/Understanding cause and consequence</i> Videos/information about the discovery of Tutankhamun's tomb. Explain who he was as well as Howard Carter.</li> <li><b>Explain the significant achievement of the Great Pyramid of Giza.</b> <i>Explaining the historical significance/Describing change and continuity</i> Explain what pyramids are, why they were built and how they were built. Look at the Great Pyramid of Giza and what was inside. Explain why pyramids were a significant achievement.</li> <li><b>Describe the significance of hieroglyphics.</b> <i>Interpreting sources and evidence</i> What are hieroglyphs? What was the Rosetta Stone? Why was it so important?</li> <li><b>Learn the importance of Ancient Egyptian gods and goddesses.</b> <i>Identifying similarities and differences</i> Explain the importance of Egyptian gods and goddesses. Describe the role of each one.</li> </ol>	
Geography	<ol style="list-style-type: none"> <li><b>Use 4 figure grid references to learn about the Valley of the Kings.</b> <i>Map skills/Fieldwork</i> What are grid references? Use them to find locations on maps. Use 4 figure grid references to find specific locations on maps (tombs in Valley of the Kings).</li> <li><b>Describe the physical and human geography of Egypt.</b> <i>Human Geography/Physical Geography</i> Label Egypt and the UK on a map. Compare the physical (Location, size, climate zone, biome) and human (population, trade, language, transport) geography of modern day Egypt and the UK. How could tourism be affected?</li> <li><b>Understand the significance of the River Nile.</b> <i>Locational Knowledge/ Human Geography/Physical Geography</i> Learn about the River Nile- flooding, food, transport and trade. Learn about farming in Ancient Egypt. Why was the Nile so significant?</li> <li><b>Define the key vocabulary of a map.</b> <i>Locational Knowledge/Map skills/Fieldwork</i> Learn about the latitude/longitude/equator/northern and southern hemispheres/tropics/Prime meridian. Label on a map/give definitions of each.</li> </ol>	
Computing	<p><b>Blogging – Purple Mash Unit 6.4</b></p> <ul style="list-style-type: none"> <li>To identify the purpose of writing a blog, and the key features of successful blog writing</li> <li>To plan the theme and content for a blog</li> <li>To understand how to write a blog and a blog post</li> <li>To consider the effect upon the audience of changing the visual properties of a blog</li> <li>To understand how to contribute to an existing blog</li> <li>To understand the importance of commenting on blogs, and to understand how and why blog posts and comments are approved by the teacher.</li> </ul>	<p><b>Databases (Spreadsheets MS Excel) – Purple Mash Unit 6.9</b></p> <ul style="list-style-type: none"> <li>To know what a spreadsheet looks like and to navigate and enter data into cells</li> <li>To introduce some basic data formulae in Excel and demonstrate how it can save time and effort when performing calculations</li> <li>To use a spreadsheet to model a situation</li> <li>To demonstrate how Excel can make complex data clear by manipulating the way it is presented</li> <li>To use formulae for percentages, averages, max and min in spreadsheets</li> <li>To create a variety of graphs in Excel</li> <li>To apply spreadsheet skills to solving problems</li> </ul>
Design & Technology	<p><b>DT - clay cartouche/Fairground ride end of year project woodwork</b></p> <p>Recap using clay slip to join clay pieces together. Chn research Egyptian cartouche examples. Chn sketch, design and make slab clay, adding and subtracting clay to form a cartouche sample. Finishing: acrylic paint detail.</p> <p>Developing, planning and communicating ideas:</p>	

		<ul style="list-style-type: none"> <li>• use a range of information to inform their design</li> <li>• use research to inform plans</li> <li>• follow and refine their plan if necessary</li> <li>• justify their plan to someone else</li> <li>• communicate their ideas through detailed labelled drawings</li> </ul> <p><b>Working with tools, equipment, etc:</b></p> <ul style="list-style-type: none"> <li>• use tools and materials precisely</li> <li>• use a range of joining techniques</li> </ul> <p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>• Does their product meet all design criteria? (Is it fit for purpose?)</li> <li>• Can they evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests?</li> <li>• Can they record their evaluations using drawings and labels?</li> </ul> <p><b>Stiff and flexible materials:</b></p> <ul style="list-style-type: none"> <li>• Can they justify why they selected specific materials?</li> <li>• How have they ensured that their work is precise and accurate?</li> </ul> <p><b>A&amp;D 3D: clay cartouche</b></p> <ul style="list-style-type: none"> <li>• Can they demonstrate experience in relief and freestanding work using a range of media?</li> <li>• Can they include both visual and tactile elements in their work?</li> <li>• Can they model and develop work through a combination of pinch, slab, and coil? (Refer back to previous skills e.g. making and using slip to join clay.)             <ul style="list-style-type: none"> <li>• Can they demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish?</li> </ul> </li> </ul>
Art	Painting: Egyptian tomb art - watercolour <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Analysis a piece of art work</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>• explain why they have chosen specific drawing techniques</li> <li>• manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> <li>• demonstrate a wide variety of ways to make different marks with dry and wet media(e.g. drawing with ink)</li> <li>• organise line, tone, shape and colour to represent figures and forms in movement</li> </ul> <b>Sketchbooks:</b> <ul style="list-style-type: none"> <li>• Give detailed notes, and quotes explaining about items</li> </ul> <b>Painting:</b> <ul style="list-style-type: none"> <li>• carry out preliminary studies, test media and materials and mix appropriate colours (based on prior learning e.g. tints and tones)</li> <li>• use a wide range of techniques in their work</li> <li>• show an awareness of how paintings are created (composition)</li> </ul>	

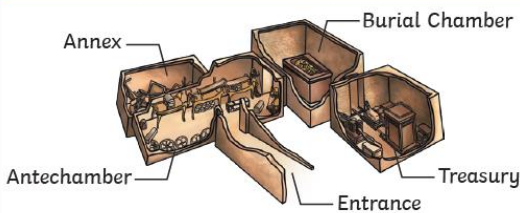
Music	<p><b>Charanga scheme Music and Me (Hip Hop, Classical, Electronic, Soul, Contemporary)</b></p> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>To talk about the musical dimensions working together in songs</li> <li>Notice and explore how music reflects time, place and culture</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>Copy back two-note and three-note riffs by ear and with notation</li> <li>Play question and answer games using two or three different notes</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To experience rapping and solo singing</li> <li>To listen to each other and be aware of how you fit into the group</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>To rehearse and perform their part</li> <li>To lead a rehearsal session</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Play Question and Answer games on an instrument using one, two or three notes</li> <li>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Listen to and reflect upon their developing composition (and others') and make musical decisions about how the melody connects with the song, refine and improve their work</li> <li>Choose the best way to record the composition so it recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> <li>Compose using different combinations of beats</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To understand that a performance needs to be planned for and rehearsed</li> <li>To understand the need to sing clearly, in tune and with confidence, control and expression when performing</li> </ul>	<p><b>Charanga scheme Reflect. Rewind and Replay (Classical)</b></p> <p><b>Listening &amp; Appraising</b></p> <p>To choose three or four songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>The style indicators of the songs</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments used in the songs</li> <li>The historical context of the songs. What else was going on at this time, musically and historically? Compare and contrast the impact different composers would have had at the time</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To know about the style of the songs so you can represent the feeling and context to your audience (End of year production)</li> <li>To sing in unison and to sing backing vocals, beginning to sing in harmony</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>To record the performance and compare it to a previous performance</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
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PE	<p><b>Dance</b></p> <p>Get set 4 PE dance unit</p> <ul style="list-style-type: none"> <li>• develop imaginative dances in a specific style</li> <li>• choose their own music, style and dance</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• To maintain possession when dribbling.</li> <li>• To dribble with control under pressure.</li> <li>• To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>• To move into and create space to support a teammate.</li> <li>• To use the appropriate defensive technique for the situation.</li> <li>• To apply rules, skills and principles to play in a tournament.</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master movements (running, jumping, throwing)</li> <li>• Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending.</li> <li>• Core skills (strength, control)</li> </ul>	<p><b>Outdoor Adventures</b></p> <ul style="list-style-type: none"> <li>• To build communication and trust whilst showing an awareness of safety.</li> <li>• To collaborate as a team to solve problems.</li> <li>• To develop tactical planning and problem solving.</li> <li>• To work as a team and use critical thinking to determine the best approach.</li> <li>• To develop navigational skills and map reading.</li> <li>• To use a key to identify objects and locations.</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity</li> </ul> <p><b>Tennis skills</b></p> <ul style="list-style-type: none"> <li>• To develop placement of the ball using a forehand.</li> <li>• To develop placement of the ball using a backhand groundstroke.</li> <li>• To develop the volley and understand when to use it.</li> <li>• To employ tactics when playing with a partner.</li> <li>• To develop accuracy and consistency using the underarm serve.</li> <li>• To apply rules, skills and principles to play against an opponent.</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>• Play competitive games (modified where appropriate)</li> <li>• Core skills (strength, control, balance)</li> </ul>
R.E	<p>Saffron Academy trust – Unit 6.3 What does it mean to be human? Is being happy the greatest purpose in life?</p> <p><b>Christian, Humanist</b></p> <p>Session 1: Explore different beliefs about what causes and affects happiness</p> <p>Session 2: Examine a philosophical ideology of happiness</p> <p>Session 3 &amp; 4: Compare Humanist and Christian beliefs about the meaning and purpose of life</p> <p>Session 5: Assess contrasting beliefs and use evidence to support or counter an argument</p>	<p>Saffron Academy trust – Unit 6.4 Creation or Science: Conflicting or Complementary?</p> <p><b>Christian, Humanist</b></p> <p>Session 1: Compose a poem which explores the awe and wonder of creation</p> <p>Session 2: Examine and analyse the Biblical Creation Story</p> <p>Session 3: Research and compare theological and scientific theories of creation</p> <p>Session 4: Investigate the beliefs of acclaimed scientists regarding theology and science</p> <p>Session 5: Plan and present a cohesive argument that addresses a complex question</p>
P.H.S.E	<p><b>Jigsaw- Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Know my learning strengths and set challenging but realistic goals for myself</li> <li>• Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</li> <li>• Work with other people to help make the world a better place</li> </ul>	<p><b>Jigsaw- Healthy me</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for my health and make choices that benefit my health and well- being</li> <li>• Understand that some people can be exploited and made to do things that are against the law.</li> </ul>

# Ancient Egypt

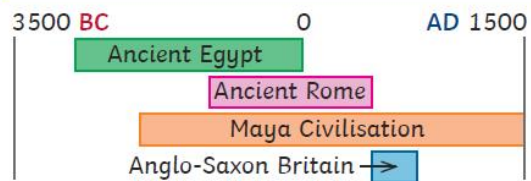


## Tutankhamun's Tomb



Tutankhamun's death mask

## Timeline



## Embalming and Mummification

1. Wash the body.
2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust.
3. Remove all internal organs except the heart. Put them into canopic jars.
4. Cover the body in natron salt and leave it to dry for 40 days.
5. Remove the natron salt and pack the body with straw, dried grass or linen.
6. Apply makeup and fake eyes.
7. Wrap the body in linen fabric, adding amulets and a Book of the Dead.
8. Place the mummy in a sarcophagus (decorated coffin).



canopic jars

## Tutankhamun Facts

- Born: around 1341 BC
- Died: around 1323 BC
- Pharaoh from approx. 1333 BC to 1323 BC
- Known as the 'boy king' as he became pharaoh aged only 9
- Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922
- Tomb contained over 3000 treasures
- Historians believe Tutankhamun died suddenly as the tomb was finished hastily.

## Writing

Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.

Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.

The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.

Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.

## The Nile

The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.

Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.

pyramid

ancient

tomb

pharaoh

papyrus

sphinx

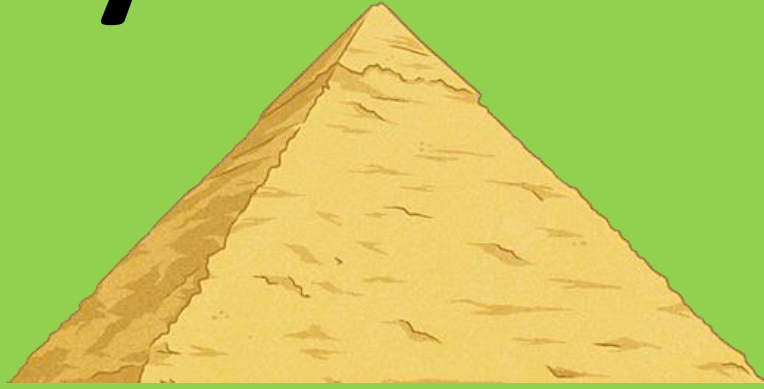
canopic jar

hieroglyphics

mummification

civilisation

# pyramid



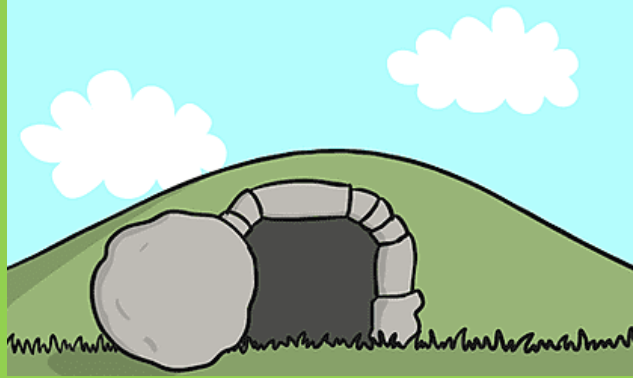
A large structure built especially in ancient Egypt that usually has a square base and four triangular sides, meeting at a point.

# ancient



Something belonging to the distant past.

# tomb



A place in which people are buried.

# pharaoh



A king of ancient Egypt.

# papyrus



A material like paper used by ancient people to write on.

# sphinx



A creature in Egyptian mythology that has a lion's body and the head of a human or animal.

# canopic jar



Jars used to store the internal organs of a mummy in Ancient Egypt.

# hieroglyphics



A writing system that uses pictures and symbols instead of letters and words.

# mummification



The process of preserving a person's body.

# civilisation



A large group of people who share certain ways of living and working.

