

Topic Overview		
Ancient Egypt Major History		
Vision Concept	Community	How can communities work together?
Narrative	Children will explore the discovery of Tutankhamen's tomb by the archeologist Howard Carter. They will consider the impact on a local and global community, post an event like this. They will consider what it must have been like to be a young boy ruler, thinking about their own responsibilities and how their lives differ, and comparing the reign of a pharaoh to that of a modern-day monarch. Children will take a trip to the Brighton Museum to undertake a workshop about mummification and learn what life was like during this era. They will consider why Egyptians lived this way and how their values and beliefs are similar or different from our own today.	
	History	Geography
Subject Concepts	<ul style="list-style-type: none"> Evidence Similarity and difference Reasons and results Continuity and change Communication 	<ul style="list-style-type: none"> Investigate places Investigate patterns Communicate geographically
Knowledge 'I know'	<ul style="list-style-type: none"> How evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time. How to use historical terms such as BC/AD, Civilisation and artefact 	<ul style="list-style-type: none"> The pattern of location of towns, cities and agriculture in Egypt (now & then) About the location of: Natural resources, water, farm land, trade routes in the U.K. and The World – and how this influenced Ancient Egypt's economics.
Knowledge 'I can'	<p><u>Working Historically</u></p> <ul style="list-style-type: none"> Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. Select information about mummification and Egyptian gods carefully Address and sometimes devise historically valid questions about similarities & differences by learning about the daily lives of many ancient Egyptian people. Address and sometimes devise historically valid questions about cause & effect by learning about the daily lives of many ancient Egyptian people. Address and sometimes devise historically valid questions about change by learning about the daily lives of many ancient Egyptian people. 	<p><u>Working Geographically</u></p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of Africa, identifying human and physical characteristics, understanding how some of these aspects have changed over time. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe some of the characteristics of these geographical areas. Identify patterns in the location of deserts, rainforests and savannah; in Africa, and link this to pupils understanding of world climate zones. Describe what the pattern of location of towns, cities and agriculture in Egypt (now & then) and explain why. Explain patterns in the location of deserts, rainforests and savannah; in Africa, and explain how this is caused by The World's climate zones.
English		
Purposes for writing	<p>Inform</p> <ul style="list-style-type: none"> Mini recap of instruction writing based on playing Ancient Egyptian game Senet Instructions/explanation text; How to mummify a body and its significance in Ancient Egyptian communities. 	<p>Entertain</p> <ul style="list-style-type: none"> Howard Carter diary entry communicating his feelings and emotions around his discovery. Howard Carter speech. Mini newspaper article considering the impact of Howard's discovery on local and global life
Key Texts	Whole Class Texts: The Story of Tutankhamun by Patricia Cleveland-Peck	<p>Guided Reading Texts: The Egyptian Cinderella Shirley Climo. So, you think you've got it bad, A kid's life in Ancient Egypt. The British Museum.</p> <p>Book Spine Texts: How to Train Your Dragon by Cressida Cowell</p>