

Year 6 – Autumn Term – Learning Challenges



Big Question

Egyptians – brilliant or barbaric?

Learning Challenges

	1) Were the Egyptians really obsessed with death? 3 weeks	2) Who actually built the pyramids? 2 weeks	3) What is the curse of the pharaohs? 2 weeks	4) Why is a hieroglyph important? 2 weeks	5) What was Egyptian civilization like? 3 weeks
English	<p>Instructions – how to make a mummy</p> <p>Chronological report - Guidebook for the afterlife</p> <p>Myths and legends – gods who look after the dead</p>	<p>Job advertisement – come to Egypt and make your fortune</p>	<p>Report – Pathologist report on how did King Tut die?</p> <p>Diary entry – Howard Carter</p> <p>Letter – boy who actually found the tomb</p> <p>Newspaper report – discovery of King Tut's tomb</p>	<p>Diary entry – cracking the Rosetta stone</p> <p>Balanced argument – Where should the stone be displayed?</p>	<p>Non – chronological report - what was it like living in Ancient Egypt.</p> <p>Balanced argument – where and when would you rather live? In England in 2018 or in Ancient Egypt?</p>
Geography		<p>Locate Egypt – maps, atlases, globes</p> <p>Land use to build an empire.</p>			<p>Economic activity, trade links and distribution of natural resources. Focus on the River Nile</p>
History	<p>An in depth exploration of a belief system</p>	<p>Achievements of earliest civilizations – building of pyramids</p>	<p>Howard Carter and his contribution as an archaeologist</p>	<p>The Rosetta stone and its significance as a primary source</p>	<p>In depth study of a civilization – positive and negative aspects of life in Ancient Egypt</p>
Art/DT and Music	<p>Wire sculpture to create a frieze linked to the Book of the Dead</p>	<p>Great architects and the building of the pyramids</p>			<p>Make a game of Senet – Ancient Egyptian game</p>
British Values/Wellbeing	<p>Wellbeing – death and dying and belief</p>	<p>Slavery and inequality</p>	<p>Superstition</p>		<p>Comparing Ancient Egyptian values to those of today. How much has really changed?</p>

Hi2/2.3 Ancient Civilizations

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study.

Ge2/1.1 Locational Knowledge

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.3 Human and Physical Geography

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Ge2/1.4 Geographical Skills and Fieldwork

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.6 develop an understanding of the history of music.

Ar2/1.3 about great artists, architects and designers in history.

DT – (See separate guidance)