



# Ancient Egyptians

Year 6 Autumn 2023



Intent: Children have a good knowledge of an early civilisation 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 weighing of the hearts ceremony.

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



Intent: Children will have a good understanding of grouping and classifying living things. Children will learn how living things adapt and evolve over time based on their environment.

- Skills, and Knowledge Component Focus**
- Describe how living things are classified into broad groups according to common observable characteristics.
  - Describe how living things are classified based on their similarities and differences.
  - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
  - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
  - Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.

- Sticky Knowledge**
- To know all living things are classified including animals, plants and micro-organisms.
  - I can give examples of creatures from each living thing group.
  - I know that evolution means how living things have changed over time.
  - I know that plants and animals adapt to suit their environment.

**Key Vocabulary:**  
Living things, classification, classified, micro-organisms, bacteria, microscope, species, plants, animals, characteristics, taxonomist, classification key.

**Subject Composite:**  
Children will create their own classification key of living things gathered from their local area.

**Impact:**  
Children will have a deeper understanding of the similarities and differences between living things.

Linked Texts: Secrets of a Sun God by Emma Carrol  
A Mummy Ate My Homework by Thiago de Moraes  
The Heart Scarab by Saviour Pirotta  
The Boy Who Stole the Pharaoh's Lunch by Karen McCombie



Intent: To be able to describe and explain the key processes and systems in the human body.

- Skills, and Knowledge Components Focus:**
- Identify and name the main parts of the human circulatory system
  - Describe the functions of the heart, blood vessels and blood
  - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
  - Describe the ways in which nutrients and water are transported within animals, including humans

- Sticky Knowledge:**
- The heart is the key organ in the circulatory system that pumps blood to the lungs for oxygen and oxygenated blood to the rest of the body.
  - Arteries, capillaries and veins carry blood around the body to different places.
  - A healthy diet involved eating the right nutrients at the right amounts.
  - A healthy lifestyle includes a healthy diet and regular exercise.
  - Drugs, alcohol and smoking can have negative effects on the body.

**Vocabulary:**  
lungs, liver, heart, circulatory system, organs, veins, arteries, capillaries, blood vessels, oxygenated blood, deoxygenated blood, drug, alcohol, nutrients.

**Subject composite:**  
Create a model of the human digestive system

**Impact:**  
Children will understand the importance and function of their vital organs and how their lifestyle can impact the function.

Topic composite: Role Play- weighing of the heart ceremony.  
Trip- Truro Museum



Intent: children explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object.

- Skills, and Knowledge Components Focus:**
- That drawing and making have a close relationship.
  - That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
  - That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
  - That we can use methods such as the grid method and looking at negative space to help us draw.
  - That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

- Sticky Knowledge:**
- I can share my responses to the work of artists, thinking about their intention and outcome.
  - I can share my opinions of an artist's work.
  - I know lines, mark making, tonal values, colour, shape and composition to make my work interesting.
  - I can use negative space and the grid method to help me see and draw.
  - I know how to transform a drawing into a three dimensional object.
  - I know I need to consider presentation, lighting, focus and composition when taking a photograph of my three dimensional work.

**Vocabulary:** lines, mark making, tonal values, colour, shape, composition, negative space, three dimensional, two dimensional, collage, sculpture, manipulate, grid drawing.

**Subject Composite:**  
To design and make a sculpture

**Impact:** The children can apply their knowledge of 2 dimensional forms to create 3 dimensional structures.



Intent: Children build upon their knowledge of a balanced diet and have a good understanding of how food helps our body to function. Children design a mince pie (product) for their family (user) for a family Christmas Party (purpose).

- Skills, and Knowledge Components Focus**
- Understand which foods will provide a healthy, varied and balanced diet.
  - Understand which food groups help our bodies to function.
  - Understand why we can only grow some foods in our country and why we need to get some foods from other countries.
  - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
  - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
  - Research existing products and develop design criteria.
  - Create detailed design criteria for a product.
  - Communicate ideas by developing sketches, labelled diagrams and notes to support their design.
  - Communicate ideas through discussion, presentation and peer critique.
  - Select, name and use appropriate tools and equipment safely and accurately.
  - Suggest ways of improving their own and others' work, using their criteria.
  - Evaluate their ideas, prototypes and products against a specific set of criteria.

- Sticky Knowledge:**
- I know carbohydrates are the main source of energy for the body.
  - I know that fats are a secondary source of energy but must be consumed in moderation.
  - I know fibre is vital for the body as it absorbs water and helps excretion.
  - I know protein is needed for growth and the building and repair of body cells.
  - I know dairy is good source of muscle building protein, vitamins and minerals.
  - I know the 5 principles for healthy eating is; eat lots of fruit and veg, eat more fibre, eat less saturated fat, eat less sugar, eat less salt.
  - I know to use the bridge and claw cutting technique when using a knife.

**Vocabulary:**  
pastry, mincemeat savoury, varied, balanced, dairy, protein, fibre, vitamins, minerals, carbohydrates, flavour, texture, appearance, crimping, rubbing in, diced, glaze, elastic, dough, beat, rest, preheat, lid

**Subject Composite:**  
Children to design, make and evaluate a Mince Pie.

**Impact:**  
Children know that it is important to have a balanced diet and think carefully about the food choices they make. Children are able to independently prepare simple snacks for themselves and are aware of the safety precautions they need to take.