Year 5 Curriculum Term 4

Topic Title: Pharaohs	
English	**Maths**
Reading – 'Floodland' In the upcoming term, the focus of our Reading lessons will revolve around the compelling novel 'Floodland'. Through our Whole Class Guided Reading sessions, we will delve into various aspects of the text to enhance our students' literacy skills. Whole Class Guided Reading Schedule: Lesson 1 (Vocabulary / General Knowledge): This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text. Lesson 2 (Just Read): Students will engage in independent reading of the assigned passages, fostering a love for literature and encouraging personal interpretation. Lesson 3 (Close Read): Through a detailed analysis of select passages, students will develop a deeper comprehension of the text's themes and characters. Lesson 4 (Comprehension): This session will focus on honing the students' ability to comprehend and articulate the events and messages conveyed in the novel. Lesson 5 (Library Visit): To nurture a love of reading beyond the classroom, students will have the opportunity to explore the school library and choose books of personal interest. By following this structured reading programme, we aim to cultivate a generation of enthusiastic and proficient readers.	**Decimals and Percentages** **Thousands as Decimals (NPV-2)** • Recognise and write numbers in the thousands as decimal values (e.g. 3000 as 3.000). • Understand and explain the place value of digits in numbers that include thousandths. • Partition decimal numbers involving thousandths (e.g. 4.372 = 4 + 0.3 + 0.07 + 0.002). **Thousandths on a Place Value Chart (NPV-3)** • Identify and place decimal numbers, including thousandths, accurately on a place value chart. • Recognise the value of each digit in a number with up to three decimal places. • Use place value understanding to multiply and divide numbers by 10, 100, and 1000 to create or remove thousandths. **Order and Compare Decimals (Same Number of Decimal Places) (NPV-3)** • Compare numbers with the same number of decimal places using <, >, and =. • Arrange decimal numbers in ascending and descending order, ensuring correct understanding of place value. • Solve real-world and mathematical problems involving the comparison of decimal numbers. **Order and Compare Any Decimals with up to 3 Decimal Places (NPV-3)** • Order numbers with up to three decimal places correctly based on their value.

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Year 5 Curriculum Term 4

Fiction Writing – The Time-Slip Scarab

Continue from year 3/4:

- 'Show' not 'tell' – reveal or hint at a character's feelings through their actions, e.g. trudged, tiptoed, glanced, sighed
- Use personification e.g. The bushes seemed like they were holding their breath.
- Use a variety of progressive '-ing' openers to drop the reader straight into the action, e.g. Leaping out from behind the car…
- Extend the action using an '-ing' clause, e.g. The trees lined the streets like an army, standing to attention.
- Vary sentence length to affect the reader, e.g. short punchy sentences to build tension and pace: The door slammed shut. He froze. Disaster struck. They ran. etc.
- Use wider range of dramatic fronted adverbials to advance the action, e.g. In an instant… Without warning… To her amazement… Just then… All of a sudden…
- Double Dilemma – explain the implications of the problem/action e.g. She was stuck, no-one could help now
- Use a question to hook/interest the reader e.g. Would she be able to stop? Would the dog ever stop barking?

Year 5/6 Features:

- Use a character's reaction or the author's comments to show the effect of a description, e.g. Joanna shuddered.
- Infer the character's feelings (show don't tell), e.g. Moving closer, James' eyes widened as he gasped.
- Suggest the character's attitude linked the action e.g. Trembling, James clenched his fists and demanded the ghosts left him alone.
- Mirror the character's feelings through the setting, e.g. The murky water lay dead before him.
- Push for vocabulary that powerfully connects to the desired mood and feeling, e.g. mocking, dominating.
- Use speech to advance the action and show emotion, e.g. "Come back you scoundrel!"

- Compare numbers with a different number of decimal places by understanding place value (e.g. 3.560 > 3.5 because 3.5 is equivalent to 3.500).
- Justify and explain the comparison and ordering of decimal numbers using precise mathematical vocabulary.

Round to the Nearest Whole Number (NPV-3)

- Use place value knowledge to round decimal numbers to the nearest whole number.
- Explain when a number rounds up or down based on the value of the tenths digit.
- Apply rounding in real-world contexts, such as estimating answers in practical problems.

Round to 1 Decimal Place (NPV-3)

- Round decimal numbers to one decimal place with accuracy.
- Understand how rounding to one decimal place affects the accuracy of a number.
- Justify rounding decisions and identify real-life situations where rounding is used.

Understand Percentages

- Define percentages as "per 100" and recognise their use in different contexts.
- Identify simple percentages of amounts, such as 50%, 25%, and 10%.
- Explain the relationship between percentages, fractions, and decimals.

Percentages as Fractions

- Convert common percentages into fractions and vice versa (e.g. 50% = 1/2, 25% = 1/4, 75% = 3/4).
- Simplify fractions when representing percentages in their simplest form.
- Solve problems involving percentages represented as fractions in real-world contexts.

Year 5 Curriculum Term 4

- Use repetition to build tension whilst advancing the action, e.g. Towards the lake… Towards the bowl… Towards my fish!
- Show action by describing what happens and reactions.

Non-Fiction Writing – How to Mummify a Body

Continue from year 3/4:

- Have an interesting title to grab reader's attention
- Consider sparing use of adverbs and adjectives for brevity and precision
- Experiment with varied sentence order and openings for emphasis and effect e.g. Carefully, place them on the board before …,
- Use diagrams etc. alongside text to clarify meaning
- Include introductions to interest or hook the reader e.g. These simple directions will help you to… Have you ever wondered how to…? Have you ever been bored by…Well this game will give you hours of fun…
- And conclusions to wrap up and summarise e.g. Follow these directions carefully and you will never need to…; These simple instructions should enable anyone to…
- Use appropriate punctuation: commas for lists, colons and bullets, for points and sub-points, new lines and paragraphs etc. to frame the sequence for readers.
- Use a range of add-on and drop-in phrases/clauses to advise and warn e.g. Without spilling it, transfer the powder to…; the next player, who should have taken a card already… ; First climb up the beanstalk, taking care not to…,
- Use a range of prepositions appropriately to indicate place, position and time accurately, e.g. in front of, behind, beside, while etc.
-

Year 5/6 Features:

- Increase the complexity of topics and steps to include to include:
- explanations e.g.: who the instructions are intended for;
  - to introduce technical language;
  - to guide readers on how to use the instructions;

Percentages as Decimals

- Convert percentages into decimals and vice versa (e.g. 25% = 0.25, 50% = 0.5).
- Explain how the division by 100 process links percentages to decimals.
- Apply percentage-decimal equivalence in calculations and problem-solving questions.

Equivalent Fractions, Decimals, and Percentages (F-3)

- Recognise equivalence between fractions, decimals, and percentages through practical representation and calculation.
- Convert between fractions, decimals, and percentages fluently (e.g. 1/2 = 0.5 = 50%).
- Solve multi-step problems that involve the conversion and comparison of fractions, decimals, and percentages.

Measurement: Perimeter and Area

Perimeter of Rectangles

- Accurately calculate the perimeter of a rectangle using the formula: **Perimeter = 2 × (length + width)**.
- Recognise that opposite sides of a rectangle are equal in length and apply this to calculations.
- Solve word problems involving the perimeter of rectangles in different real-life contexts.

Perimeter of Rectilinear Shapes

- Define a rectilinear shape as a shape made up of rectangles joined edge to edge.
- Calculate the perimeter of rectilinear shapes by adding the lengths of all sides.
- Use missing side lengths to determine the full perimeter when some dimensions are not given explicitly.

Perimeter of Polygons

Year 5 Curriculum Term 4

- to describe/define outcomes e.g. what counts as winning, what a product should look or taste like, how it should behave; etc.

- Experiment with multiple prior or parallel steps where appropriate, e.g. Before this can be done, the ends should be tied off so that …While the glue is setting, cut the wires to fit round …
- Give your reader options, e.g. at this point you can either (a)…or (b)…; …any player may roll the dice but only the player with…etc.
- Add advice or hints and tips e.g. Before you take the wrapping away…, You may need another pair of hands to help you do this…, although this could be done without drawing the lines,…
- Decide whether it will help to use symbols, diagrams, pictures, flow charts etc. to support the text.
- Vary the tone and formality e.g. to make instructions to sound:
  - authoritarian with uncompromising imperatives e.g. Leave the building quietly, Do not leave the area until…,
  - or more friendly and reasonable by using modal verbs may, might, should, could, would etc. and phrases like provided that…, so long as… etc.
  - speak to a general audience e.g. These regulations are intended for the use of…,
  - or to an individual e.g. To get the best results, take a few minutes t …
- When you have finished, check carefully to ensure your instructions are:
  - make sense and are free of ambiguity and contradiction,
  - effectively sequenced to achieve their objective,
  - can be understood by others.

- Accurately find the perimeter of regular and irregular polygons by summing the lengths of all sides.
- Identify when all sides are equal in regular polygons and use multiplication for quick calculations.
- Solve reasoning problems related to the perimeter of polygons, including finding unknown side lengths.

Area of Rectangles (G-2)

- Calculate the area of a rectangle using the formula **Area = length × width**.
- Understand and use square units (e.g. cm^2, m^2) appropriately when stating the area.
- Apply knowledge of area to solve problems, including scaling up and down.

Area of Compound Shapes (G-2)

- Recognise that a compound shape may be decomposed into two or more rectangles.
- Calculate the area of compound rectilinear shapes by splitting them into individual rectangles.
- Solve worded and multi-step problems involving the area of compound shapes in real-world scenarios.

Estimating Area (G-2)

- Develop strategies for estimating the area of irregular shapes by comparing them to known shapes.
- Use grid or squared paper to approximate areas of irregular figures.
- Justify and explain estimation methods using reasoning and problem-solving skills.

Statistics

Draw Line Graphs

- Accurately plot a set of data on a line graph using a given scale.

Year 5 Curriculum Term 4

	• Choose an appropriate scale for a line graph when given a data set. • Label the axes correctly, including providing appropriate units of measurement. **Read and Interpret Line Graphs** • Use a line graph to identify trends, such as increase, decrease, and steady values. • Answer questions involving comparison of different data points from a line graph. • Solve problems using information extracted from line graphs, including making predictions based on trends. **Read and Interpret Tables** • Accurately extract and compare data from tables, including those with multiple columns and rows. • Use tables to answer questions and solve problems, including those that require multi-step reasoning. **Two-Way Tables** • Complete missing values in a two-way table using the given data. • Interpret two-way tables to answer questions comparing two different sets of data.
RE	**PSHE**
CORE: •Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. •Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. •Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.	<u>Don't Hold On To What's Wrong</u> • **Be the best you can be**: Forgiveness keeps our hearts healthy • Different Perspective: Developing simple strategies to resolve conflict • Nelson Mandela: Describing what Nelson Mandela's life teaches us about forgiveness • Emotions don't drive! How to handle our emotions • I did not I am: Discussing how we respond to our own mistakes Bully Busting Recognise bullying in all its forms and thinking about strategies to deal with bullying (Reflection and self-evaluation)

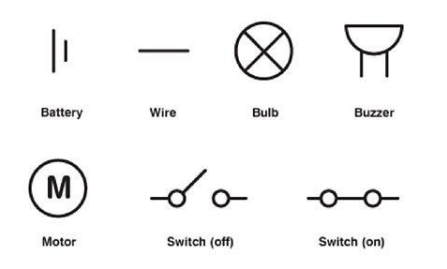
Year 5 Curriculum Term 4

•Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. •Explain why some people find belief in the Resurrection makes sense and inspires them. •Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. **KNOWLEDGE BUILDING BLOCKS** **PUPILS WILL KNOW THAT:** •Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	
Music	**PE**
Musicianship: -Tempo: 180 bpm (Presto, very fast) -Time Signature: 6/8 (6 quavers in every bar) -Rhythmic patterns using dotted crotchets, triplet quavers, quavers and their rests -Key Signature: C major (No flats/sharps) -Melodic patterns using the notes C D E F G A B -Improvising – F G A Bb C D E **Listen and Respond:** Selection of songs (see overview) **Singing:** Selection of songs (see overview) **Playing:** Glockenspiel/ Recorder - D E F G A (4 parts) **Improvising and composition**: 1,2,3 or 5 notes – D E F G A / 3 notes – A B C **Performing:** Perform and share what has taken place in the lesson	**Netball** -Understand which pass to use, how to improve accuracy of a pass and passing in front of a player. -Understand what attacking means, how to create and run into space and how to avoid your defender. -Understand what defending means and how to make successful interceptions. -Understand the different positions in a primary school game of netball and why it is important to rotate positions. -Understand how to shoot in a game of netball. -Understand how to work together as a team to improve their game and improve communication and teamwork skills.

Year 5 Curriculum Term 4

	Total Sports Coaching **Outdoor Adventure** Finding Success Map Designing Leadership Problem Solving
French	**Computing**
Unit 6 - Quel temps fait-il? weather and seasons	<u>Data and Information – Flat-File Databases</u> Spring Term 2 ▪ To use a form to record information ▪ To compare paper and computer-based databases ▪ To apply my knowledge of a database to ask and answer real-world questions ▪ To explain that tools can be used to select data to answer questions ▪ To apply my knowledge of a database to ask and answer real-world questions ▪ To apply my knowledge of a database to ask and answer real-world questions
Connected Curriculum	
Science	
Substantive Knowledge	Disciplinary Knowledge
Recognise Circuit Symbols **Circuit:** A complete path through which electricity can flow. **Symbol**: A drawing or shape that represents something else. **Component**: A part of a circuit, like a battery or a bulb. **Electricity**: A form of energy that can light up bulbs, make sounds, or power devices.	**How to Read Circuit Diagrams** Identify the components using their symbols. Follow the connection lines to see how electricity flows through the circuit. Determine whether the circuit is open or closed by observing any breaks in the lines. **Practical Skills** Creating Circuit Diagrams: Students will be asked to draw circuit diagrams using standard symbols to represent various components.

Year 5 Curriculum Term 4



Battery - A source of voltage that provides power to the circuit.

Symbol: A long line and a short line, with the long line representing the positive terminal and the short line the negative terminal.

Cell - A single unit that generates electricity. Multiple cells can be arranged to form a battery.

Symbol: One long line and one short line or several connected in a series.

Switch - Opens and closes the circuit, controlling the flow of electricity.

Symbol: A break in the line with a small line representing the switch lever.

Lamp - A light bulb that converts electrical energy into light.

Symbol: A circle with a cross inside.

Motor - Converts electrical energy into motion.

Symbol: A circle with a "M" inside.

Resistor - Limits the current flowing through the circuit.

Symbol: A zigzag line.

Wire - Connects the components of the circuit.

Symbol: A straight line.

Endpoints

1. Recognise and name common circuit symbols.
2. Draw simple circuit diagrams using the appropriate symbols.

Building Simple Circuits: Using battery packs, wires, switches, and lamps, students will physically construct circuits while referencing the symbols to understand their function.

Scientific Inquiry

Hypothesis Formation: Make predictions about how changing the number of cells will affect brightness and volume.

Data Collection: Measure and record the brightness of the lamp using a light meter and the volume of the buzzer using a sound level meter.

Analysis of Results: Compare data to evaluate the impact of the number and voltage of cells on brightness and volume.

Evaluation and Conclusions

Discuss how results align with initial hypotheses.

Identify any anomalies or outliers in collected data.

Consider real-world applications of circuit knowledge (e.g., designing lighting systems or alarm systems).

- BBC Bitesize: Circuits
- Education.com: Circuit Symbols
- TeachEngineering: Circuit Symbol Game
- PhET Interactive Simulations: Circuit Construction Kit
- BBC Bitesize: Electricity
- National Stem Centre: Circuits
- Science Kids: Electricity

Year 5 Curriculum Term 4

3. Understand the function of basic electrical components (battery, switch, bulb, wire, buzzer).
4. Explain how to create a simple circuit using correct terminology.

Exploring Circuits

Key Vocabulary

Circuit: A complete pathway through which electrical current can flow.

Cell: A single unit that provides electrical energy; multiple cells can be connected to increase voltage.

Voltage: The measure of electrical potential difference; a higher voltage can increase the energy supplied to components in a circuit.

Brightness: The amount of light produced by a lamp; influenced by the number of cells and voltage in a circuit.

Volume: The loudness of sound produced by a buzzer; affected by the number of cells and voltage in a circuit.

Key Concepts

Series Circuit: All components are connected in a single path. If one component fails, the entire circuit is broken.

Parallel Circuit: Components are connected on separate branches. If one component fails, others can still function.

Electrical Components: Includes cells (batteries), resistors, lamps, and buzzers.

Investigating Brightness and Volume

Increasing Cells in Series: Adding more cells increases the voltage, thus increasing the brightness of the lamp and the volume of the buzzer.

Understanding Resistance: Different components resist the flow of electricity and can affect how much energy is available for brightness and volume.

Endpoints

Year 5 Curriculum Term 4

1. Explain how the number of cells in a circuit affects the brightness of a lamp and the volume of a buzzer. 2. Design and carry out experiments to investigate the relationship between voltage, cell number, brightness, and sound. 3. Record and interpret data, drawing conclusions based on their findings.	

Geography

Substantive Knowledge	Disciplinary Knowledge
Where is Egypt? Egypt's Landscape: Egypt is predominantly a desert country, with the Sahara Desert covering a large portion of the country. The Nile Delta, located in the north, is a fertile area where the River Nile meets the Mediterranean Sea. The Western Desert, also known as the Libyan Desert, is a vast expanse of sand dunes and rocky terrain to the west of the Nile. The Eastern Desert, or the Arabian Desert, lies to the east of the Nile and includes mountain ranges and wadis (dry riverbeds). Climate: Egypt experiences a desert climate with hot and dry summers and mild winters. The northern cities, including Cairo, have relatively cooler temperatures compared to areas in southern Egypt. The coastal areas experience more moderate temperatures due to the influence of the Mediterranean Sea. Egypt receives very little rainfall throughout the year, especially in the desert regions. Significant Geographical Features: The River Nile: It is the longest river in Africa and flows from south to north through Egypt, providing water and fertile soil for agriculture. The Nile Delta: Located in the northern part of Egypt, it is a triangular-shaped area formed by the Nile River as it empties into the Mediterranean Sea. The Red Sea: It lies to the east of Egypt and is known for its rich marine life and coral reefs.	Map Skills Geographical tools: Explain how maps and atlases are used to locate places. Compass Directions: Understand the four main compass points (north, south, east, west) and their intermediate directions (northeast, northwest, southeast, southwest). Latitude and Longitude: Define and identify the lines of latitude and longitude on a map. Interpretation of Maps Scale: Recognize the concept of scale and its importance in representing distances. Symbols and Keys: Understand the use of symbols and keys on maps and identify their meaning. Physical Features: Interpret physical features such as rivers, mountains, and deserts on maps. Research Skills Identify and use reliable sources of geographical information, such as books, websites, or atlases. Cross-referencing: Verify information from multiple sources to ensure accuracy. Understand and interpret maps: Know the location of the Nile River and major towns and cities along its course. Identify the countries through which the Nile flows. Recognize the importance of rivers for human settlement and development. Location knowledge:

Year 5 Curriculum Term 4

The Great Pyramids of Giza: Located near Cairo, these ancient structures were built as tombs for pharaohs and are one of the Seven Wonders of the Ancient World.
The Valley of the Kings: Situated on the west bank of the Nile, it is a burial ground for many pharaohs, including the famous Tutankhamun.

Endpoints:

1. Locate Egypt on a world map.
2. Identify and describe Egypt's landscape, surrounding countries and seas, climate, and significant geographical features.
3. Locate important places in Egypt, such as Cairo, Giza, and the Valley of the Kings, on a map.

The Importance of the Nile

The Nile River is the longest river in Africa, flowing through 11 countries including Egypt.
Ancient Egyptians relied on the Nile for various aspects of their lives, including water, transportation, agriculture, and trade.
The annual flooding of the Nile played a crucial role in the agricultural success of ancient Egypt, leading to abundant food production and the development of a prosperous civilization.
The floodwaters deposited nutrient-rich silt on the riverbanks, making the soil fertile for farming.
The Nile also provided a natural source of irrigation, with farmers using canals and dams to control the flow of water to their fields.
The river served as a key transportation route for ancient Egyptians, facilitating trade and communication between different regions.
Egyptians built settlements, towns, and cities along the Nile, taking advantage of its resources for their livelihoods.

Endpoints

1. Understand the importance of the Nile River to the development of ancient Egyptian society.
2. Explain the role of the Nile's annual flooding in creating fertile land for agriculture.

Understand the position of Egypt in relation to other countries and continents.
Place knowledge:
Describe the physical and human characteristics of ancient Egypt.
Compare the land use along the Nile today with that of ancient Egypt.
Human geography:
Identify how the Nile River affected the development of ancient Egyptian society.
Explain the importance of rivers for agriculture, trade, and transportation.

- National Geographic Kids - Egypt
- BBC Bitesize - Egyptian Geography
- BBC Bitesize - Ancient Egypt
- Ducksters - Ancient Egypt
- NatGeo Kids - Nile River
- The Ancient Egyptians
- Egyptian River and Water

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Year 5 Curriculum Term 4

3. Compare and contrast how the Nile was used in ancient times with its present-day utilization. 4. Identify major towns and cities along the course of the Nile on a map	

History

Substantive Knowledge	Disciplinary Knowledge
Development of a Civilisation **Timeline of Important Events or Concepts** 3100 BCE - Unification of Upper and Lower Egypt. 2686-2181 BCE - Old Kingdom: Pyramid construction at Giza. 2055-1650 BCE - Middle Kingdom: Expansion of trade and literature. 1550-1069 BCE - New Kingdom: Height of Egyptian power; building of temples and monuments. 332 BCE - Egypt falls to Alexander the Great. **Interesting Facts:** Ancient Egyptians believed in many gods and goddesses, such as Ra, Isis, and Osiris. The Great Pyramid of Giza is the oldest of the Seven Wonders of the Ancient World and the only one still largely intact. Cleopatra VII was the last pharaoh of Egypt and famously allied with Roman leaders like Julius Caesar and Mark Antony. The Rosetta Stone was crucial in deciphering Egyptian hieroglyphs and unlocking the secrets of ancient Egypt. **Endpoints:** By the end of the topic on Ancient Egypt, Year 5 students should know: 1. The significance of the Nile River in ancient Egyptian civilization. 2. How the pharaohs ruled and were seen as divine.	**Analysis of Primary and Secondary Sources** By the end of the year, pupils should be skilled in distinguishing between primary and secondary sources and be able to use these sources to gather information about Ancient Egypt. They should demonstrate the ability to use artifacts, texts, and modern interpretations to construct a well-rounded understanding of the topic. **Understanding the Geographical Context of Ancient Egypt** Students should have a clear understanding of the geographical features of Ancient Egypt, particularly the significance of the Nile River to its agriculture, culture, and economy. This includes understanding how the annual flooding of the Nile influenced farming and settlement patterns. **Development of Critical Thinking** Pupils should be encouraged to think critically about the evidence on life in Ancient Egypt, including the ethical implications of archaeology and the handling of cultural heritage. They should be able to discuss differing viewpoints on historical analysis and the portrayal of Ancient Egypt in various sources. **Connections to Modern Times** Students should explore how the culture, practices, and discoveries from Ancient Egypt have influenced modern society. This could include discussions on modern science, medicine, and architecture, tracing back technologies and ideas to their ancient roots. **Presentation and Communication of Learning**

Year 5 Curriculum Term 4

3. The process of mummification and its importance to the afterlife.
4. The construction and purpose of pyramids in ancient Egypt.

Discovery of Tutankhamun's Tomb

Timeline of Important Events or Concepts:

1922: Howard Carter discovers Tutankhamun's tomb in the Valley of the Kings.
1923: The treasures from Tutankhamun's tomb are carefully catalogued and removed.
1926: Tutankhamun's tomb is officially opened to the public.

Interesting Facts:

The discovery of Tutankhamun's tomb by Howard Carter in 1922 is one of the most famous archaeological discoveries in history.

The tomb contained over 5,000 priceless artefacts, including Tutankhamun's iconic gold mask.

Tutankhamun became pharaoh at the age of 9 and ruled Egypt for approximately 10 years.

Endpoints:

By the end of this topic, students should know:

1. The importance of the discovery of Tutankhamun's tomb in understanding ancient Egyptian history.
2. The role of Howard Carter in the discovery and excavation of the tomb.
3. The significance of the artefacts found in Tutankhamun's tomb and their impact on our knowledge of ancient Egypt.

Embalmers Instruction

Key Terms

Mummification: The process of embalming and drying a dead body to prevent it from decaying.

Year 5 students should be adept at conveying their knowledge and understanding through various forms, including written assignments, oral presentations, and creative projects. They should be able to organise information logically and express their thoughts clearly in both individual and group settings.

Critical Thinking Questions

What was the significance of each step in the mummification process?
How do you think the resources available to the ancient Egyptians influenced how they mummified their dead?
Can you think of any modern practices that aim to preserve the body after death?

Historical Evidence: Archaeologists study tombs, artefacts, and hieroglyphs to understand Egyptian beliefs and practices related to death.
Interpreting Sources: Students can learn how to compare different historical sources, such as writings and archaeological finds, to understand Egyptian culture.

Cause and Effect: Students can explore the implications of the ceremonies on the lives of ancient Egyptians—not just in death, but in how they lived their lives according to principles of truth and justice.
Critical Thinking: Evaluating why and how the Egyptians developed the afterlife beliefs and practices can cultivate critical thinking and empathy toward different cultures.

Skills Developed

Analysis: Examining art for meaning and context.
Research: Using different sources to gather information about ancient beliefs.
Creativity: Creating original artwork and information sheets about chosen deities

Year 5 Curriculum Term 4

Embalmer: A skilled person responsible for preparing bodies for mummification.
Canopic Jars: Containers used to hold the organs of the deceased.
Natron: A natural salt used to dry out the body.
Anubis: The ancient Egyptian god associated with mummification and the afterlife.

The Process of Mummification

Removal of Organs: The embalmer would carefully take out the organs, as they would decay rapidly. The heart was usually left in place as it was believed to be the centre of thought and emotion. Other organs were placed in canopic jars.
Drying the Body: The body was covered with natron, which absorbed moisture. This process would typically take about 40 days.
Wrapping the Body: Once dried, the body was wrapped in linen strips. Amulets and charms might be placed between layers for protection in the afterlife.
Sealing and Burial: The wrapped body would be placed in a coffin or sarcophagus, often designed to protect the body, and buried in a tomb filled with items for the afterlife.

Endpoint Objectives

1. Describe the steps involved in the mummification process.
2. Understand the cultural significance of mummification in ancient Egypt.
3. Create a written set of instructions for a new apprentice on how to mummify a body, demonstrating an understanding of each step.

Life After Death

Beliefs About the Afterlife: The ancient Egyptians believed that life continued after death. They thought that the soul would journey to the afterlife, where it would face judgement.
Importance of Mummification: Egyptians mummified their dead to preserve the body for the afterlife. They believed that the spirit needed its body to live on.
Tombs and Burial Goods: Pharaohs and wealthy Egyptians were buried in elaborate tombs filled with items like jewellery, food, and games, as they believed these would be needed in the afterlife.

- British Museum: Ancient Egypt
- National Geographic Kids: Ancient Egypt
- BBC Bitesize: Ancient Egypt
- Tutankhamun and the Golden Age of the Pharaohs
- Tutankhamun

Year 5 Curriculum Term 4

Gods and Goddesses: Osiris was the god of the afterlife, and he judged the souls of the dead. Anubis was the god of mummification and guided souls to the afterlife.

Endpoints

1. Describe the beliefs and practices surrounding death in ancient Egypt.
2. Explain the significance of the mummification process and the afterlife in Egyptian culture.
3. Recognise key deities in ancient Egyptian religion, particularly Osiris, Anubis, and Ma'at.
4. Compare ancient Egyptian beliefs with those of other civilizations, fostering understanding of cultural differences.

Beliefs

The Ceremony's Purpose: The weighing of the heart ceremony was a critical part of the journey to the afterlife. It determined whether a person's soul was pure enough to enter the realm of Osiris.

The Process:

The Heart: When a person died, their heart was left in their body. After mummification, it was removed and weighed against a feather (the feather of Ma'at, the goddess of truth).

Judgement: If the heart was lighter or equal to the feather, the person was deemed worthy. If it was heavier, it was devoured by Ammit, a monster with a lion's head.

Outcome: A successful judgement meant the soul could live peacefully in the Field of Reeds, a paradise where they would exist happily forever

Endpoints

1. Explain the Ancient Egyptians' beliefs regarding life after death, including key terms like 'Ka', 'Ba', and 'Ma'at'.
2. Describe the Weighing of the Heart ceremony and its importance to judgement after death.
3. Present their understanding clearly and creatively to their peers.

Year 5 Curriculum Term 4

Egyptian Gods

Ra (Re)

Appearance: Typically depicted as a man with a falcon head, crowned with a sun disk encircled by a serpent.

Role: God of the sun and creator of life. Egyptians believed Ra travelled across the sky in a boat each day.

Osiris

Appearance: Shown as a mummified man wearing a white crown of Upper Egypt and holding a crook and flail.

Role: God of the afterlife, resurrection, and fertility. He was associated with agriculture and the Nile flooding.

Isis

Appearance: Depicted as a woman with a throne-shaped crown and often holding a baby (Horus).

Role: Goddess of magic, motherhood, and fertility. She was a protector of the pharaoh and the people.

Horus

Appearance: Represented as a falcon or a man with a falcon head, often shown with a royal crown.

Role: God of the sky and kingship. He was the protector of the pharaoh and symbolised strength.

Anubis

Appearance: A figure with a canine head, often depicted as a black jackal or dog.

Role: God of mummification and the afterlife, responsible for protecting graves and guiding souls to the afterlife.

Bastet

Appearance: Shown as a lioness or a woman with a lioness head.

Role: Goddess of home, fertility, and childbirth. She also protected the home from evil spirits.

Endpoint

Year 5 Curriculum Term 4

1. Identify and describe at an Egyptian gods or goddesses. 2. Understand how the ancient Egyptians worshipped these deities. 3. Create a drawing of one god or goddess of their choice along with an information sheet.	

Art

Substantive Knowledge	Disciplinary Knowledge
Hieroglyphics Hieroglyphics: Ancient Egyptian writing system using pictures and symbols. Scribes were respected individuals who could read and write hieroglyphics. Hieroglyphics were used on tombs, temples, and monuments. Cartouche: An oval shape with a horizontal line on the bottom, used to frame the names of pharaohs and gods. Represents eternal protection of the name inscribed within. Often worn as a pendant for good luck. Amulets: Small charms believed to bring protection, luck, or health. Amulets were worn by ancient Egyptians for various purposes. Common shapes include the "ankh" symbol, scarab beetles, and eye of Horus. **Endpoints:** 1. Recognise and understand basic hieroglyphic symbols 2. Create a personalised cartouche pendant 3. Develop and design an ancient Egyptian-inspired amulet **Canopic Jars 1** Canopic Jars: Definition: Ancient Egyptian jars used to store organs during mummification.	**Writing in Hieroglyphics:** Start by researching common hieroglyphs and their meanings. Practice drawing hieroglyphs on paper before transferring them onto the cartouche. Write your name or a chosen word using hieroglyphs on the cartouche pendant. **Creating a Cartouche:** Roll out the clay and cut an oval shape for the cartouche. Use the craft knife to carve the hieroglyphics into the clay. Allow the clay to dry before painting the cartouche. Attach a string or chain to wear the cartouche pendant. **Observational Skills:** Observing Canopic Jars: Noticing shapes, details, and symbols accurately. Sketching: Developing the ability to sketch with attention to precision and detail. **Watercolour Techniques:** Wet-on-wet: Applying paint to wet paper to create soft, blended effects. Dry brush: Using paint on dry paper for fine details and textures. **Design Development:** Students will explore different designs and shapes for their canopic jars, considering the symbolism and purpose of each jar. **Clay Modelling Techniques:** Students will learn basic clay modelling techniques, such as coiling, pinching, and slab building, to create their canopic jars.

Year 5 Curriculum Term 4

Shapes: Common shapes include human, jackal, falcon, and baboon heads. Symbols: Represented different protective deities. Watercolour Painting: Technique: Using water-based paints to create translucent and delicate artworks. Blending: Mixing colours on paper using water. Layering: Building up colours in layers to create depth and richness in paintings. **Endpoints** 1. Identify and sketch the key features of a canopic jar accurately. 2. Demonstrate observational skills in capturing the details of the canopic jar. 3. Apply watercolour painting techniques to create a finished artwork of the canopic jar. Canopic Jars 2 Clay Modelling: Clay is a versatile material that can be shaped and moulded to create various forms. It can be air-dried or fired in a kiln to preserve the sculpture permanently. Ancient Egyptian Art: Ancient Egyptian art is known for its symbolic representations and intricate detailing, often depicting deities, pharaohs, and hieroglyphics. Decorative Techniques: Students will learn about the decorative techniques used in ancient Egyptian art, such as hieroglyphics, symbols, and patterns. **Endpoints** 1. Demonstrate their ability to work with clay using various techniques such as slab building, coiling, and carving. 2. Incorporate design elements inspired by Egyptian art and culture in their Canopic jars. 3. Use acrylic paints to decorate and bring their Canopic jars to life.	**Surface Decoration:** Students will experiment with surface decoration techniques, including carving, stamping, and painting, to embellish their canopic jars. • The British Museum - Ancient Egyptian Hieroglyphics • The Met Museum - Ancient Egyptian Amulets • British Museum - Ancient Egypt • Tate Kids - Watercolour Techniques • The British Museum - Ancient Egypt • BBC Bitesize - History - Ancient Egyptians • Tate Kids - How to Make a Clay Pot