

Our Learning Journey through the Topic

What are the human and physical features of a river environment?

What are the physical features of rivers, and can you identify major rivers of the World?

What is the water cycle?

Where is Egypt located and where is the river Nile?

What was/is the importance of the river Nile? How did the river Nile play an important factor in ancient Egyptian life?

How long did the Egyptians reign in Egypt?

How does rainfall in Egypt vary through the year and what is the impact on this?

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Why was the Aswan Dam constructed?

How have historians used ancient artefacts to find out about the Egyptian dynasty?

What were the key features of an ancient Egyptian society?

Enrichment Opportunity: Egyptologist visit.

Case study: Research a pharaoh from one of the Egyptian kingdoms.

Life Blood of Egypt

How did the way the Pharaohs ruled differ from that of Ancient Rome?

How did the Egyptians prepare a body for the afterlife?

Life Blood of Egypt

| Term taught in: | Autumn 1 & 2 | Number of Weeks: | 12 |
|--|--------------|---|----|
| Objectives | | Outcomes | |
| <p>Geography</p> <ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating difference places, environments and people. Observe, record, and explain physical and human features of the environment. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. | | <p>Your child will:</p> <ul style="list-style-type: none"> Describe where a river starts (source), ends (mouth) and that it flows from high to low. Be able to locate key rivers of the world using an atlas to name them. Be able to describe how the River Nile was a key factor of Ancient Egyptian life (i.e. without the water for irrigation there would not have been a civilisation) by answering the question <i>Why was the River Nile vital to the Ancient Egyptians?</i> To investigate the benefits and cost of creating a dam (e.g. Aswan Dam). Answer the questions, <i>How do rivers shape our environment?</i> To complete a field study of a river and present the finds as a report using bar charts and sketch maps. | |
| <p>History</p> <ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in-depth knowledge of one specific civilisation - Ancient Egypt Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims. Identify historically significant people and events in different situations Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology | | <p>Your child will:</p> <ul style="list-style-type: none"> Place Ancient Egypt on a timeline in relation to now, year 0 and previously taught time periods. Learn about key events within the epoch of Ancient Egypt. Be able to explain the key features of Ancient Egypt (religion, death, society, life of an Egyptian child, hieroglyphics) Study how we learnt about Ancient Egypt from artefacts and other evidence. Within this we will look at Howard Carter and visit the World Museum, Liverpool or have a visit from an Egyptologist | |
| <p>Science</p> <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | <p>Your child will:</p> <ul style="list-style-type: none"> Learn about the water cycle by creating a comic strip to explain the process. | |

| Key Vocabulary | | End products | |
|--|---|--|--|
| Hieroglyphs | Aswan Dam | <ul style="list-style-type: none"> • Create a timeline containing key dates for Ancient Egypt. • To write a word or sentence using hieroglyphics. • Write a newspaper article containing details of the discovery of Tutankhamun's tomb by Howard Carter. • To use atlases to discover the River Nile and other Rivers around the world. • To create a poster containing information of positive and negative impacts of the Aswan Dam being built in Egypt and the effects on the environment. | |
| Pyramid | Positive impacts | | |
| Papyrus | Negative impacts | | |
| Pharaoh | Irrigation | | |
| Valley of the Kings | Water cycle | | |
| Tutankhamun | Evaporation | | |
| Edward Carter | Condensation | | |
| Tomb | River | | |
| Cleopatra | Valley | | |
| Mummification | Source | | |
| Canopic jars | Meander | | |
| Sarcophagus | Banks | | |
| Epoch | Mouth | | |
| Artefacts | Delta | | |
| Links to our School Values | | Links to British Values | |
| Communication Compassion Honesty Resilience | | Being Part of Britain Mutual respect | |
| Cross Curricular Opportunities | Enhancements | Misconceptions | |
| English Non-Chronological Report Recounts R.E The story of Moses | Visit the World Museum, Liverpool or have a visit from an Egyptologist. | <i>Any misconception that would need noting.</i> | |