

BLACK HORSE HILL JUNIOR SCHOOL – HISTORY/GEOGRAPHY LESSON SEQUENCE



Ancient Egyptians / River Nile and Deserts

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
(H) Where does Ancient Egypt fit in with the Ancient Civilisations?	<p>To construct a complex timeline to compare Ancient Egypt to other ancient civilisations. Eg. Vikings, Romans, Stone age, Ancient Greece.</p> <p>To compare the duration of each civilisation and their impact on world history.</p>
(H) Who ruled Ancient Egypt?	<p>To know what the kingdoms of Ancient Egypt were and who ruled during Ancient Egyptian times. Old, Middle and New Kingdoms rules by Pharaohs.</p>
(H) What was Ancient Egyptian Society like?	<p>To understand how the hierarchy of society worked during the Ancient Egyptian times. Peasants, Artisans, Scribes, Officials/Priests and Pharaohs.</p> <p>To know what jobs the Ancient Egyptians had within the hierarchy.</p>
(G) Where are the longest rivers and largest deserts located?	<p>To locate the longest rivers and largest deserts of the world on a map. E.g. Nile and Mississippi/Sahara and Kalahari.</p> <p>To use 6 figure grid references to locate features.</p>

<p>(G) How was the Nile delta formed?</p>	<p>To explain how deltas are formed by a river entering another slower moving or stagnant water body. To compare the Nile delta with the Mississippi delta.</p>
<p>(H) Why was the River Nile important to the Ancient Egyptians?</p>	<p>To understand and explain why the Ancient Egyptians lived near the River Nile. E.g. farming, food, papyrus, travel. To explain what the River Nile provided for the Egyptians.</p>
<p>(H) How did the Ancient Egyptians travel and trade?</p>	<p>To understand how boats were important for the Ancient Egyptians. E.g. travel and carrying goods to trade as well as journey to the afterlife. To know what the Ancient Egyptians traded – papyrus, linen, grain.</p>
<p>(G) How is the land used along the River Nile?</p>	<p>To use digital mapping to locate significant areas of Ancient and modern day Egypt – Giza, Luxor, Aswan Dam, Alaxandria, Abu Simbel, Valley of the Kings, Gulf of Suez and Mt Sinai. To identify the land use along the River Nile. Recap 6 figure Grid references.</p>
<p>(H) Why did the Ancient Egyptians build the pyramids?</p>	<p>To know why the pyramids were built. To know the Giza pyramids were built during the Old Kingdom, which Pharaohs were buried there and what they would contain.</p>

(H) Who were the pyramid builders?	To know who built the pyramids and where they lived. To know how these workers built the pyramids – sliding the stones up ramps at the sides of the pyramids.
(H) What did the Ancient Egyptians believe in?	To know the names of some of the Egyptian Gods, what their roles were and how they were worshipped by the Ancient Egyptians.
(H) Where did the Ancient Egyptians believe they would go after death?	To explain the process of mummification (Natron, Canopic jars, sarcophagus, embalmers etc.) and understand how the Ancient Egyptians believed in the afterlife.
(H) Why was Tutankhamun's tomb an important discovery?	To know that Howard Carter was the archaeologist who discovered Tutankhamun's tomb. To understand why this discovery was of historical importance.
(H) How are we still learning about the Ancient Egyptians today?	To understand how primary and secondary sources of information can help us to learn about the past. To know that recent discoveries at Saqqara continue to help us learn about this historical period of time.

BLACK HORSE HILL JUNIOR SCHOOL - Art/DT LESSON SEQUENCE Year 6

Elizabeth Blackadder – Shell sketches and water colours



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>Who is Elizabeth Blackadder?</p> <p>Can I explore the work of Elizabeth Blackadder?</p> <p>Select and record from first hand observations.</p> <p>(Drawing/sketching)</p>	<p>To study the work of Elizabeth Blackadder.</p> <p>To develop ideas in a sketchbook, labelling and annotating features and recording my thoughts about her subject matter and techniques.</p> <p>To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<p>Can I further enhance my observational drawing skills?</p> <p>(Drawing/sketching/painting)</p>	<p>To communicate ideas through detailed and labelled drawings.</p> <p>To further enhance observational drawing skills by focussing on line, shape, tone, shading, pattern and texture, to include as much detail as possible.</p> <p>Record ideas in preparation for final art pieces.</p>

<p>Can I use watercolours to create detailed studies of shells?</p> <p>(Drawing/sketching/painting)</p>	<p>To develop painting skills using water colours to create detailed studies of shells, concentrating on including detail and shadow to create a 3-D effect.</p> <p>To adapt painting techniques to execute different styles and effects.</p> <p>To select appropriate tools, materials and methods/techniques.</p>
<p>Evaluate</p>	<p>To reflect on work during the project, adapting styles and techniques accordingly.</p> <p>To evaluate their art work, being able to discuss my influences and understanding how work can be developed further.</p>

BLACK HORSE HILL JUNIOR SCHOOL - Art/DT LESSON SEQUENCE

Ancient Egypt - Sketching, designing and making a Canopic Jar.



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>What are Canopic jars?</p> <p>Select and record from first hand observations. (Drawing/sketching)</p>	<p>To study photographs of Canopic and to practise sketching/labelling their features.</p> <p>To develop ideas using different mixed media in a sketchbook.</p> <p>To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<p>How can I create my own Canopic jar/lidded vessel? (Clay) Design</p>	<p>To communicate ideas through detailed and labelled drawings.</p> <p>To plan the order of their work, choosing appropriate materials, tools and techniques.</p>
<p>Making and decorating</p>	<p>To select appropriate tools, materials and methods/techniques.</p> <p>To develop skills using clay, create a sculpture with increasing independence modelling, sculpting, pinching, coiling and joining, to make a lidded vessel.</p>

	<p>To use tools safely and accurately.</p> <p>To decorate with acrylic paint, understanding how colour can enhance a 3-D object.</p>
Evaluate	<p>To evaluate their product identifying strengths and areas for development.</p> <p>To record evaluations using drawings with labels.</p> <p>To evaluate against their original criteria, suggesting ways to improve.</p>

BLACK HORSE HILL JUNIOR SCHOOL - SCIENCE LESSON SEQUENCE

EVOLUTION AND INHERITANCE



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What is inheritance and what are inherited characteristics?	Understand the definition of inheritance Identify inherited characteristics that are passed on from parent to offspring. Explain how inherited characteristics can lead to variation.
What is the scientific meaning of adaptation?	Understand that adaptations are mutations. Identify adaptive traits.
What are the key ideas about the theory of evolution?	Demonstrate understanding of how ideas about evolution developed over time. Explain the terms adaptation, evolution and natural selection.
How can we examine evidence of evolution to demonstrate how animals/plants have evolved?	Examine fossil evidence. Explain how a living thing has evolved over time.

<p>How have human beings evolved over time?</p>	<p>Identify adaptive traits in humans as a species.</p> <p>Describe the known stages of human evolution.</p> <p>Compare modern humans with members of the same genus and family.</p>
<p>What are the advantages and disadvantages to adaptation?</p>	<p>Understand that some living things have acquired more adaptive traits than others.</p> <p>Identify advantages and disadvantages of specific interventions.</p>
<p>How can human intervention affect evolution?</p>	<p>Explain how humans have created new varieties of living things through selective breeding.</p> <p>Demonstrate understanding of the issues raised by human intervention in the evolutionary process.</p>

BLACK HORSE HILL JUNIOR SCHOOL - SCIENCE LESSON SEQUENCE

CIRCULATORY SYSTEM

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What are the components of the human circulatory system?	Identify and name the parts of the human circulatory system.
What are the functions of the main parts of the human circulatory system?	Explain the main functions of the heart, lungs and blood vessels. Describe the functions of parts of the heart and lungs.
How are water and nutrients transported within the body?	State how the digestive system breaks down nutrients. Explain the role of the circulatory system in transporting nutrients and water in the body.
What is the impact of diet and exercise on the body?	Identify what a healthy lifestyle consists of. Describe the impact of diet and exercise on the human body.
To plan a scientific investigation.	Decide on the most appropriate type of investigation. Explain which variables will be controlled.

Record, report and present results on an investigation appropriately.	Write a report about my findings that includes a conclusion Report the degree of trust in the results.
What is the impact of drugs and alcohol on the body?	Describe the parts of the body affected by drugs. Describe the parts of the body affected by alcohol.
How has scientific evidence highlighted the dangers of smoking?	Describe the parts of the body affected by smoking. Explain how scientific evidence can change ideas.