

## Y6 Secrets of the Sarcophagus Learning Sequence

**Synopsis:** Children carry out an in-depth study of Ancient Egyptian civilisation. They focus on Howard Carter, the archaeologist, and the discovery of Tutankhamun. They use this understanding to write an explanation text and/or a first-person account of the discovery.

In **History**, children sift and weigh evidence to support/refute historical claims.

In **Art**, children work with paint to recreate Egyptian art and hieroglyphs.

In **D&T**, children create an educational product (sarcophagus) focusing on functionality and aesthetics.

In **Computing**, children apply understanding of how to stay safe online

**Curriculum areas:** English, History, Art, D&T and Computing

**Length of theme:** 6 weeks

### English

*Write an explanation of the burial and mummification ritual.*

#### English Objectives

##### Comprehension

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieve, record and present information effectively from non-fiction books
- Explain their understanding through detailed discussions, formal presentations and debates

##### Grammar & Punctuation

- Use colons to introduce a list and mark boundaries between clauses
- Punctuate bullet points consistently

##### Language & Vocabulary

- Use dictionaries and thesauruses to check meaning of new words

#### English Learning Sequence

- Children are immersed in theme about Ancient Egypt and are 'zooming in' on the ritual of death, mummification and burial
- Use range of sources to find key facts about the process, including websites, videos, reference books
- Use a dictionary where necessary to find definitions of new words eg sarcophagus, natron
- Identify and note key details about the process to use in own writing
- Discuss what has been learnt with others to share information and check understanding
- Sequence steps in the burial and mummification process
- When researching, encourage children to magpie any language of explanation eg adverbials and conjunctions. Make a list of these eg due to the fact that ... because of this ...

and language

### Text Structure & Features

- Summarise main ideas from more than one paragraph using evidence
- Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
- Use a wide range of devices to build cohesion within and across paragraphs
- Further use organisational and presentational devices to structure text

### Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (formal/informal)

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Share a range of explanation examples with children and identify commonalities in terms of a language, structure, content, layout etc
- Grammar session: role of colons. Investigate two roles (introduce a list and mark boundaries between clauses) eg *The organs must be removed: otherwise they will decay inside the body.* Allow children time to practise this punctuation at sentence level before applying to writing
- Sequence the stages of the ritual in order and add notes to each. Rehearse process orally
- Remind children about use of active and passive voice eg *Once the organs have been removed ...* Can they use this skill in their explanation?
- During this planning stage, explore types of cohesive device to use between ideas and paragraphs eg adverbs, adverbial phrases, subordinate clauses, chains of reference using pronouns
- Plan and write first draft of explanation
- Peer assess to improve writing then produce final draft, ensuring consideration given to structure, organisation and layout

## English

*Write a first-person account of the discovery of Tutankhamun's tomb.*

### English Objectives

#### Comprehension

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

### English Learning Sequence

- Draw on work in History to use a range of sources to find out about the discovery of Tutankhamun's tomb in 1922 by Howard Carter

- Read a wide variety of books that are structured in different ways for a range of purposes
- Infer characters' feelings, thoughts and motives and justify using evidence

### Grammar & Punctuation

- Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses

### Language & Vocabulary

- Use dictionaries and thesauruses to check meaning of new words and language

### Text Structure & Features

- Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
- Use a wide range of devices to build cohesion within and across paragraphs

### Plan, Draft, Edit & Evaluate

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- Make notes about the discovery to create a short timeline of events. Add key words, phrases and images
- Consider how Howard Carter felt at each stage and what he would have been thinking. Support with freeze-frames
- Read extracts from other first-hand accounts of key moments in history – what do they learn about the motives and emotions of the author, both what is stated and what can be inferred from the text?
- Encourage children to get into role and imagine being Howard Carter, narrating the discovery in the first person
- Grammar session: role of colon. To introduce a list (*Carter uncovered many artefacts inside the tomb:* ) and to mark boundaries between clauses (*Carter was hailed as a hero: he had uncovered the secrets of Tutankhamun.*) Allow time to practise this at sentence level
- Plan own first-person diary entry, ensuring the chronology of events is correct
- Consider ways to add cohesion within sentences (by using conjunctions) and between sentences, ideas and paragraphs (by using adverbials, subordinate clauses etc.)
- Draft diary entry and evaluate with peer, ensuring tone/register is appropriate for a diary from 1922

## History

*Sift and weigh evidence to support/refute historical claims.*

### History Objectives

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Develop perspective and judgement by weighing evidence and sifting arguments
- Address and devise a wide range of historically-valid questions about change, cause, impact and significance
- Establish clear narratives from within and across periods by using secure chronological understanding
- Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrast
- Gain historical perspective by making connections between local, national and international history
- Develop and apply a range of historical vocabulary

### History Learning Sequence

- Have hieroglyph clues all around the classroom that spell out key words and vocabulary associated with Ancient Egypt. Can children crack the code?
- Consolidate chronology by placing Ancient Egypt era on timeline. Discuss relationship to other eras on British and world history, securely understanding when this period was
- Create timeline to demonstrate chronological understanding and develop this by adding smaller timeline of Ancient Egypt (see Resource Pack)
- Share a range of Egyptian images with children eg mummification, pyramids, and use these as a stimulus for generating questions
- 'Zoom in' on chosen areas of study and decide how children are going to find answers to their questions
- Carry out an in-depth study of the death/mummification/burial ritual, understanding key words associated with this
- Role-play the ritual to gain better insight and to bring the learning to life
- Link to English work on Tutankhamun and find out as much as possible about him. Present findings in original, creative way eg a sarcophagus that opens with writing inside
- Consider how historians know anything about this period – how can they prove something is true or false?
- Explore range of statements to do with Ancient Egypt and set about proving whether these are true or false. Focus on reliability of sources and weighing/sifting this evidence
- Connect Ancient Egyptian era to other periods before and after looking at continuity and change / similarities and differences

## Art

*Work with paint to recreate Egyptian art and hieroglyphs.*

<b>Art Objectives</b> <ul style="list-style-type: none"> <li>• Capture artistic processes in sketchbooks</li> <li>• In drawing, use a wide range of pencils to develop a personal style, drawing on work from other artists for inspiration</li> <li>• In painting, combine colours, tones and tints</li> <li>• Use wide range of artistic vocabulary to evaluate own work and communicate own ideas/comment on artworks</li> <li>• Master art/design techniques with a wide range of materials</li> <li>• Communicate ideas and comment on artworks using artistic Language</li> </ul>	<b>Art Learning Sequence</b> <ul style="list-style-type: none"> <li>• Look at examples of Egyptian art and comment on these using artistic language</li> <li>• Discuss the significance and message of the art and how it reflects aspects of life in that time</li> <li>• Recreate selection of images in sketchbook, focusing on colour, subject matter</li> <li>• Choose an image to recreate using paint. Ensure colours match those used in Ancient Egyptian times by mixing and adding black/white where necessary</li> <li>• Display work in Ancient Egypt art gallery for others to view and discuss</li> </ul>
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## D&T

*Recreate a tomb/mummy to support learning (focus on aesthetics).*

<b>D&amp;T Objectives</b> <ul style="list-style-type: none"> <li>• Communicate, generate and develop ideas drawing on other disciplines</li> <li>• Confidently take calculated risks to become innovative, resourceful and enterprising</li> <li>• Construct more complex structures by applying a range of strategies</li> <li>• Making connections to real/relevant problems, apply understanding of a wider range of mechanical systems</li> <li>• Drawing on disciplines and making connections to wider subject areas, apply understanding of computing to program, monitor and control products</li> <li>• According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</li> <li>• Generate own design criteria and critique ideas and products against these</li> </ul>	<b>D&amp;T Learning Sequence</b> <ul style="list-style-type: none"> <li>• Discuss what we mean by 'educational products' for children and how these can help children understand something better</li> <li>• Explain that children are going to design and make an educational product based on mummification and burial that looks attractive and is functional</li> <li>• Children research real products eg 3D sets of plastic teeth used to teach children about oral hygiene, 3D model of human body with organs that can be removed</li> <li>• Draw on these ideas to design own product, considering ways to make it as interactive as possible eg a sarcophagus that opens, layers of cloth to peel off figure to reveal amulets</li> <li>• Communicate design in a range of ways, taking constructive feedback from peers</li> <li>• Select from range of tools, materials and components to make their product, adapting as they go</li> <li>• Share product with other children to demonstrate its value as an educational tool</li> </ul>
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## Computing

*Apply understanding of how to stay safe online.*

### Computing Objectives

- **Confidently, competently and responsibly use information and communication technology**

### Computing Learning Sequence

- Recap on which devices children use and what they use them for eg X-Box online, PlayStation
- Discuss which social media platforms they have heard of / had experience of eg Instagram, Facebook, Twitter, Snapchat. Do they know about safety features of each?
- Discuss consequences and impact on well-being and mental health if posting negative online messaging or if spending too much time online