

Year Group - 5	Term - Summer 1	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – The Ancient Egyptians		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Context, Big Questions and Wider World impact

- Should it be illegal to excavate tombs?
- Why are artefacts important to historians and what can we learn from them?
 - Why should we be sustainable and how can we do that?

Subject specific learning areas

Science

Suggested journey of the unit

Prior learning and where the objectives are revisited later in the year.

Key year group learning
Can we.....? Do we know.....?

Prior learning:
Year 3:
✓ Forces and magnets
✓ Working scientifically

Year 4
✓ States of matter
✓ Electricity

Revisited within this year:
✓ effects of air resistance, water resistance and friction, that act between moving surfaces
✓ planning different types of scientific enquiries to answer questions
✓ Revisiting variables
✓ taking measurements, using a range of scientific equipment

Can we...?

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- use test results to make predictions to set up further comparative and fair tests

Do we know...?

- the effects of water resistance and friction, that act between moving surfaces
- that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- What mechanical systems such as cams or pulleys or gears create movement

- 1. Investigate the effects of friction on different surfaces**
- 2. Levers and pulleys**
- 3. Gears**

<ul style="list-style-type: none"> ✓ recording data and results in a variety of ways ✓ reporting and presenting findings from enquiries 		
Humanities – History & Geography		
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning Can we.....? Do we know.....?</p>	<p>Lesson 1 and 2 What have we learned about the ancient Egyptians, from the artefacts found in tombs?</p>
<p>Prior learning: Year 3 and 4:</p> <p>Revisit within this year</p> <p><u>History:</u></p> <ul style="list-style-type: none"> ✓ To review primary and secondary sources, and bias ✓ To ask and answer complex questions 	<p>History Can we...?</p> <ul style="list-style-type: none"> ✓ Explore a variety of ancient Egyptian artefacts and explain what they can tell us about everyday life in ancient Egypt- discuss how some Tombs have hieroglyphs scratched off- so they cannot be remembered. ✓ Explain whether it should be legal or illegal to excavate tombs and the scientific and emotional / historical developments that arise from this. <p>Do we know...?</p> <ul style="list-style-type: none"> ✓ How Egyptian relics were discovered and the significance of Howard Carter and Joanne Fletcher on our knowledge and understanding of the Egyptian civilisation ✓ Key events during the ancient Egyptian period- such as King Tut’s reign, Cleopatra and when these happened ✓ Know and correctly use the terms used to describe ancient Egyptian life: Sarcophagus, mummification, tombs, pyramids, shaduf, relics, hieroglyphs, high priest/ess, canopic jars 	<p>Lesson 3 and 4 Egyptian pharaohs including Cleopatra, Rameses, Nefertiti, Tutankhamun</p> <p>Lesson 5 Egyptian Gods</p> <p>Lesson 6 Ancient and modern Egypt</p>

Art and Design & Design Technology

Prior learning and where the objectives are revisited later in the year.

Key year group learning

Prior learning:

Revisit within this year

- ✓ Working to a design specification for a set audience
- ✓ Selecting materials appropriate to use
- ✓ Cross-section drawings and diagrams
- ✓ Using research to inform ideas
- ✓ Use techniques that involve a number of steps
- ✓ Critically evaluating design quality and evaluation

Design

- ✓ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ✓ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ✓ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ✓ Investigate and analyse a range of existing products
- ✓ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ✓ Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- ✓ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ✓ Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ✓ Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ✓ Apply their understanding of computing to program, monitor and control their products.

1. How were levers and pulleys used in ancient Egypt?
2. Create a basic lever
3. Create a basic pulley
4. Creating a diagram to plan their toy
5. Creating toy

Computing and Technological Understanding		
Prior learning: Year 4: <ul style="list-style-type: none"> ✓ Creating algorithms 	Key year group learning	
Revisit within this year <ul style="list-style-type: none"> - Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems - Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - Responsible, competent, confident and creative users of information and communication technology 	Can we...? <ul style="list-style-type: none"> ✓ Create sprites ✓ Create loops and nested loops in Maze ✓ Adjust the conditionals Do we know...? <ul style="list-style-type: none"> ✓ How to apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ✓ How to be a responsible, competent, confident and creative users of information and communication technology 	
International Education (IE)		International Tasks:
Prior learning: <ul style="list-style-type: none"> ✓ Aspects of similarities and differences ✓ British values ✓ Learning about toys y2 and developing this further to explore toys from different places and times. Revisit within this year <ul style="list-style-type: none"> ✓ Discussion of maps and atlases to find different countries ✓ Exploration of writing systems (Roman numerals) 	<u>International Targets (choose all that apply):</u> <ul style="list-style-type: none"> • Locate and identify countries on a map and providing the international context for this topic • Understanding different cultures, values and customs • Similarities and differences between UK and other countries • Building tolerance and respect for other cultures • Understanding details, similarities and differences of the lives of others, past and present • Trade, tourism and travel (to and from UK) • Identify activities and habits which are different from but equal to their own • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures 	<i>Starters/Plenaries/ 15-30-minute activities</i> <ul style="list-style-type: none"> • Discussion using maps to pinpoint the location, human and physical geography of Egypt today • Find out where Egyptian toys are made and mark these on a world map • Making and tasting Egyptian bread to compare with UK bread, past and present • Making papyrus paper and comparing with modern paper • 3D walkthrough of ancient Egyptian tomb as a tourist to contrast burial rituals • Writing their name in hieroglyphics and morphology to explore their writing system and contrast to ours

Vocabulary Oracy activities	<ul style="list-style-type: none"> ✓ To know and correctly use the terms used to describe ancient Egyptian life: Sarcophagus, mummification, tombs, pyramids, shaduf, relics, hieroglyphs, high priest/ess, canopic jars ✓ Tutankhamun, Akhenaten, Cleopatra, Ramesses II, Hatshepsut ✓ Nile ✓ biome, climate zone, vegetation belt ✓ Use bagel thinking – challenge 10 toolkit 	Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?	<ul style="list-style-type: none"> ✓ Egyptian day, we make papyrus paper, bake using an ancient Egyptian recipe found in a tomb. We are tomb raiders with 3D walk throughs of tombs which have been discovered. ✓ Green day: Creative plastic artwork
		Trips/ Visits / Experiences	<ul style="list-style-type: none"> ✓ Egyptian day ✓ Residential trip to Oakwood Climbing Centre

Discrete subject learning focus areas

Music	This is a six-week Unit of Work. All the learning in this unit is focused around one song:	RE	Planning ideas <u>Session 1</u> Introduction to project and booklet.
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	<p>The Fresh Prince Of Bel Air</p> <table border="1" data-bbox="477 159 678 738"> <tr><td>4</td></tr> <tr><td>The Fresh Prince of Bel-Air</td></tr> <tr><td>Old-School Hip-Hop</td></tr> <tr><td>Old School Hip-Hop</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td>A</td></tr> <tr><td>D + A</td></tr> <tr><td>G + A</td></tr> <tr><td>C, D, E, F, G + A</td></tr> </table>	4	The Fresh Prince of Bel-Air	Old-School Hip-Hop	Old School Hip-Hop			A	D + A	G + A	C, D, E, F, G + A	<table border="1" data-bbox="831 100 1028 847"> <tr><td>Play and Copy back Copy back using instruments. Use 1 note: D</td></tr> <tr><td>Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D</td></tr> <tr><td>Improvise! Take it in turns to improvise using 1 note: D</td></tr> <tr><td>Play and Copy back Copy back using instruments. Use 2 notes: D and E</td></tr> <tr><td>Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E</td></tr> <tr><td>Improvise! Take it in turns to improvise using 2 notes: D and E</td></tr> <tr><td>Play and Copy back Copy back using instruments. Use 3 notes: D, E and F</td></tr> <tr><td>Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F</td></tr> <tr><td>Improvise! Take it in turns to improvise using 3 notes: D, E and F</td></tr> </table>	Play and Copy back Copy back using instruments. Use 1 note: D	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D	Improvise! Take it in turns to improvise using 1 note: D	Play and Copy back Copy back using instruments. Use 2 notes: D and E	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E	Improvise! Take it in turns to improvise using 2 notes: D and E	Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F	Improvise! Take it in turns to improvise using 3 notes: D, E and F		<p>What is philosophy discussion. Play the 'bad because' thinking game (powerpoint in folder) as an introduction to the P4C type activities that follow. Soul activity from the booklet.</p> <p><u>Session 2</u> Some key thinkers. Children to research Aristotle and Descartes.</p> <p><u>Session 3</u> P4C session – responsibility – follow the PPT them complete the relevant section in the book The children will need some help coming up with their won questions if they're not used to P4C but it's not individual assessed work to magpie-ing/copying is fully allowed!</p> <p><u>Session 4</u> Start with the 'bad because' thinking game as an introduction to get them thinking. Then use the People and Animals document and the relevant section in the booklet to discuss the questions 'how are we different for other animals?'</p> <p><u>Session 5</u> Judeo-Christian lesson from the booklet. I have left this in tact from the Y8 lesson so it will need scaffolding/lots of discussion and help but is probably accessible.</p> <p><u>Session 6</u> More about key thinkers – could be combined with session 2</p>
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<p>PE</p>	<p>Real PE: Physical Health and Fitness</p>	<p>PSHE</p>	<ul style="list-style-type: none"> • To understand what happens when the law is broken • To explore links between rights and responsibilities • To understand how reducing our use of energy and materials will the environment • To understand how we recognise and value the contribution people make to the community • To recognise the role of pressure groups • To understand how parliament works. 																				

	<p>4</p> <p style="text-align: center;">Physical</p> <p>Exceeding</p> <ul style="list-style-type: none"> • I can perform a range of skills fluently and accurately. • I can use combinations of skills confidently in specific contexts. <p>Expected</p> <ul style="list-style-type: none"> • I can link actions together so that they flow. • I can perform a variety of movements and skills with good body tension. <p>Emerging</p> <ul style="list-style-type: none"> • I can select and apply a range of skills with good control and consistency. • I can perform and repeat sequences with clear shapes and controlled movement. <p style="text-align: center;">19-24</p> <p style="text-align: right;">Dynamic Balance to Agility Jumping and Landing</p> <p style="text-align: right;">Static Balance One Leg</p>		
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Enriching our curriculum and personal development opportunities			
Final quality products	<ul style="list-style-type: none"> - Construction of an Egyptian toy - Discussion piece which is sent to an Egyptologist about whether it should be illegal to excavate tombs - Action-adventure story - Persuasive piece about sustaining our environment (recorded on seesaw) - Art week – stained glass windows 	Home learning opportunities	<ul style="list-style-type: none"> - Suggested activities to support Egyptian topic sent home via Seesaw

Enriching our curriculum and personal development opportunities		
Prior opportunities	Experience	Learning to come from those activities
<p>Due to Covid, none of the children have taken part in a school residential.</p> <p>Some children have been involved in putting together ideas for charities</p>	<p>Residential</p> <p>Art Week</p> <p>Pause Day</p>	<ul style="list-style-type: none"> – Educating for wisdom, knowledge and skills (disciplinary and substantive knowledge) – Eco sustainability writing and artwork; Educating for hope and aspiration – PSHE; Educating for community and living well together – PSHE; Educating for dignity and respect