



<p><b>Topic Name – Ancient Civilisations</b>  <b>Disposition Developing Commitment:</b> Remebering Roots</p>	<p><b>Year Group - Year 5 Autumn 2</b>  <b>Topic Purpose Question:</b> What have the Ancient Egyptians contributed to the world of history?</p>	<p><b>Curriculum Coverage: History</b>  <b>Topic Purpose</b> – To understand the achievements of early civilisations by asking perceptive questions, thinking critically, weighing evidence, sift arguments and develop perspective and judgement. This will support the understanding of the complexity of people’s lives, the process of change and diversity of societies.</p>	<p><b>Class Novel: Harry Potter and the Philosopher’s Stone</b>  <b>Purpose-</b> Modern day author for children’s fantasy with engaging vocabulary.</p>
<p><b>Links to previous topics.</b>  Year 3 – Stone Age to Iron Age  Year 3 – Greeks  Year 4 – Rivers  Year 4 - Benin</p> <p><b>Engage Stage/Memorable Experience</b></p> <p>Workshop – <b>Portals of the past</b> – Ancient Egyptians.</p>	<p><b>History</b>  Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: <b>Ancient Sumer</b>; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China.</p> <ol style="list-style-type: none"> <li>How can we discover how these ancient civilisations were like thousands of years ago?</li> <li>What does the evidence tell us about hierarchy within these Ancient Civilisations?</li> <li>How can we find out about the different structures in these Ancient societies?</li> <li>What are the similarities and differences in beliefs between Ancient Sumer and Ancient Egypt?</li> <li>What sources of evidence have survived about how these ancient civilizations recorded their lives?</li> </ol> <p>Key Vocabulary: Comparison, Primary/Secondary sources, Enquiry, Continuity, Egyptians, Summer, Civilisation</p>	<p><b>Geography</b>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Activity: Where is Egypt?</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Activity: Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of Ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Sketch a map or 3-D diorama of the Nile, locating towns and cities along its course.</p> <p><b>Purpose Question:</b> How did the River Nile help the Ancient Egyptian Civilisation? Are the uses the same today?</p>	
<p><b>PE</b>  <b>Games Football – PPA (Sports Coach Led)</b></p> <ul style="list-style-type: none"> <li>To turn with the ball.</li> <li>To travel quickly and effectively when running with the ball.</li> <li>To combine running with the ball and sending it into space.</li> <li>To maintain position when attacking to create space.</li> <li>To perform a stepover the beat a defender.</li> <li>To control a bouncing ball, keeping it close to the body.</li> </ul> <p><b>Gymnastics (Teacher Led)</b>  Unit 1 to cover:</p> <ul style="list-style-type: none"> <li>To know the key steps to perform a round off.</li> <li>To create and perform a partner sequence using symmetry and asymmetry.</li> <li>To perform a counter balance with a partner.</li> <li>To perform smooth transitions between counterbalances using different levels.</li> <li>To evaluate each other’s work and suggest improvements.</li> </ul>	<p><b>Science</b>  <b>Properties and changes in materials</b>  Comparing and grouping together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical/thermal) and response to magnetics.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, woods and plastics.</p> <p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they have learned about magnetism.  Pupils might work scientifically by: carrying out tests to answer questions such as ‘which material would be the most effective for making a warm jacket?’ They might compare materials in order to make a switch in a circuit.</p> <p>Activities:  Magnetism- Explore magnets and discover which materials are magnetic through testing? Are all coins magnetic?  Grouping of materials will lead to pupils identifying ways to test for:  Materials that are electrical conductors  Hardness – Plan own test for hardness i.e. using the pointed end of a nail to number items softest to hardest  Transparency – opaque, transparent, translucent. Grouping items in categories according to level of transparency.</p>	<p><b>Computing</b>  <b>Creating media – Video production</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.  Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To use different camera angles  To use pan, tilt and zoom  To use pan, tilt and zoom  To combine filming techniques for a given purpose  To determine what scenes will convey your idea  To determine what scenes will convey your idea  To choose to reshoot a scene or improve later through editing  To decide what changes, I will make when editing  To use split, trim and crop to edit a video</p> <p>Key Vocabulary: Video, audio, camera, talking head, panning, close up, Video camera, microphone, lens, mid-range, long shot, moving subject, side by side, high angle, low angle, normal angle static, zoom, tilt, split, trim, clip, edit, reshoot.</p>	
<p><b>Art</b>  <b>Drawing</b>  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  Activity: Draw detailed colourful pictures of decorative artefacts found in Tutankhamun’s tomb.</p> <p>Key Vocabulary: Focal point, refine, alter, foreground, middle ground, background, hatching, composition, scale, proportion, grades of pencil.</p>	<p><b>Oracy</b>  <b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>I think we should consider...</li> <li>I would like to start by saying...</li> <li>Let’s also think about...</li> <li>I would like to instigate the conversation by...</li> <li>We haven’t discussed yet...</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>I agree and would like to add...</li> <li>Adding onto what ___ said...</li> <li>Building on what ___ said...</li> <li>In addition to ___ point...</li> </ul> <p><b>Challenge – Give reason/s to disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>Respectfully, I disagree with ..... because....</li> <li>I hear what you’re saying but....</li> <li>That’s an interesting point but....</li> <li>On the other hand, .....</li> </ul>	<p><b>RE</b>  Theme: Christmas</p> <p><b>Key Question:</b> Is the Christmas story true?</p> <p>Religion: Christianity</p> <p>Disposition: Being curious and valuing knowledge.</p>	<p><b>PSHE</b>  <b>Celebrating Differences</b>  Different Cultures  Racism  Types of Bullying (pull from rumours and name calling lesson)  Anti-Bullying Week  Parliament Week – School Council Vote</p>
<p><b>Music</b>  <b>Taught by Junior Jam during PPA</b>  Steel Pans  Level 1</p>	<p><b>MFL – Spanish</b>  <b>See planning on Language Angels.</b></p> <p>The Date</p>		