

# Ancient Egyptians (History)

Year 5/6

Term: Autumn

National Curriculum objectives & skills to be taught	
<p><b>English</b></p> <p><u>Writing to entertain</u> Description, Story writing</p> <p><u>Writing to inform</u> Non-chronological reports, Newspaper</p> <p><u>Writing to persuade</u> Letters</p>	<p><b>Maths</b></p> <p>Number and Place Value; Addition, Subtraction and Problem Solving Mental and written Multiplication and Division and Fractions.</p>
<p><b>Science</b></p> <p><u>Earth and Space</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Forces and Mechanisms</u> 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. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>History</b></p> <p>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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p><b>Art/DT</b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay.)</p> <p>Evaluate and analyse creative works using the language of art, craft</p>	<p><b>Computing</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the</p>

<p>and design.</p>	<p>opportunities they offer for communication and collaboration</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>
<p><b>PE</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Develop skills within cricket – such as fielding, batting and bowling.</p>	<p><b>Music</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p><b>RE - Name of Topic: Creation/Fall – Creation and Science: Conflicting or Complementary?</b></p> <p>Know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians.</p> <p>Know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</p> <p>Know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account.</p> <p>Know that not all Christians believe the same about the relationship between Creation and science.</p> <p>Know and understand the significance of Psalm 8 for the Christian belief in stewardship.</p>	