

	History	History	Geography	Geography	History
Year 5	<p>Egyptians</p> <p>History: The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society</p> <p>Key Learning Points</p> <ul style="list-style-type: none"> Where is Egypt and why do so many people enjoy going on holiday there? What is an archaeologist and how have they helped us find out about the past? How can you find out how <i>*your town</i> has changed? What have we learnt from the Ancient Egyptians writing – (create time capsule)? Who were the Pharaohs, and why were they very important? How were they buried and why? What would you ask an Ancient Egyptian? <i>Reflection: Were the Egyptians more advanced than we are?</i> <p>Key Skills</p> <ul style="list-style-type: none"> Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information Describe historical events from the different period/s they are studying/have studied. Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about lives in the past. 	<p>Gunpowder, Treason and Plot</p> <p>History: A study of an aspect or theme in British history that extends pupils’ chronology beyond 1066: The gunpowder plot, beheading of Charles 1; Civil War; Great Fire of London</p> <p>Key Learning Points</p> <ul style="list-style-type: none"> What was the gunpowder plot and why did it happen? Who were the Roundheads and the Cavaliers? Was Oliver Cromwell right to stop the monarchy? Why was the execution of Charles 1 a major event in British history? Why do you think the monarchy was restored after a short while? Why do some people think that the Great Fire was one of the best things that happened to London? <i>Reflection: Set up a Parliamentary debate for and against Cromwell, film it and then show parents.</i> <p>Key Skills</p> <ul style="list-style-type: none"> Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information Use dates and historical language in their work. Begin to appreciate that how we make decisions has been through a Parliament for some time. Appreciate that significant events in history have helped shape the country we have today? Consider modern day plots to overthrow governments or monarchies and debate some of the issues. 	<p>Brazil in Focus</p> <p>Geography: locate the world’s countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.</p> <p>Key Learning Points</p> <ul style="list-style-type: none"> What do you already know about Brazil? What fruits and other natural resources is Brazil famous for? Which famous cities in Brazil attract tourists and why? What can you find out about one of Brazil’s neighbouring countries? Why is Brazil famous for its dancing? What can you find out about the street children of Brazil? What can you find out about a famous Brazilian? <i>Reflection: The children to host a Brazil day for their parents.</i> <p>Key Skills</p> <ul style="list-style-type: none"> Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information Describe how weather and climate effects land use and food production Explain how a location fits into its wider geographical location; with reference to human and economical features Collect information about a place and use it in a report Find possible answers to their own geographical questions 	<p>Brazil and the Rainforest</p> <p>Geography: locate the world’s countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.</p> <p>Key Learning Points</p> <ul style="list-style-type: none"> How can you create your own class rainforest? Where are rainforests located and what are their main features? Why are rainforests often in the news and what can we do to help? What can you find out about an endangered animal that lives in the rainforest? How important is the Amazon to the South American rainforests? How would you survive in the rainforest? <i>Reflection: Create a newspaper report on the plight of the rainforest</i> <p>Key Skills</p> <ul style="list-style-type: none"> Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information Make detailed sketches and plans; improving their accuracy later Map land use Explain what a place might be like in the future, taking account of issues impacting on human features Discuss and comment on a range of views people hold about environmental interaction and change 	<p>Anglo Saxons</p> <p>History: Britain’s settlements by Anglo-Saxons and Scots - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</p> <p>Key Learning Points</p> <ul style="list-style-type: none"> Who were the Anglo-Saxons and how did they influence our life today? How did the Anglo-Saxons bring law and order to Britain? What evidence do we have today that the Anglo-Saxons were ever here in the first place? Which Anglo-Saxon Christian symbols remain with us today? Who were the famous Anglo-Saxons and why was Alfred so ‘great’? <i>Reflection: Using your model settlement, can you produce a filmed documentary about Anglo-Saxon life?</i> <p>Key Skills</p> <ul style="list-style-type: none"> Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information Use dates and historical language in their work Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations Appreciate how historical artefacts have helped us understand more about British lives in the present and the past Link events from periods studied to changes or developments in contemporary society
	<p>Trips and Experiences</p> <ul style="list-style-type: none"> Birmingham museum (Egypt experience) Work with an artist for the day (Donna Murrell) 	<p>Trips and Experiences</p> <ul style="list-style-type: none"> Coughton Court Worcester medical museum? 	<p>Trips and Experiences</p>	<p>Trips and Experiences</p> <ul style="list-style-type: none"> Conover residential 	<p>Trips and Experiences</p> <ul style="list-style-type: none"> Visit to Birmingham Museum (Staffordshire hoard) Visit museum at the jewellery quarter/Jewellery designer visit

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<ul style="list-style-type: none"> Jewellery making workshop 				<ul style="list-style-type: none"> Visit to Birmingham Library
Other ideas for trips and experiences	Other ideas for trips and experiences	Other ideas for trips and experiences	Other ideas for trips and experiences	Other ideas for trips and experiences
Egyptians Art & DT opportunities	Gunpowder, Treason and Plot Art & DT opportunities	Brazil in Focus Art & DT opportunities	Brazil and the Rainforest Art & DT opportunities	Anglo Saxons Art & DT opportunities
<p>ART: Key learning point: ancient Egyptians Ancient Egyptian death masks</p> <ul style="list-style-type: none"> Where was ancient Egyptian artwork found? What did the ancient Egyptians depict in their pictures? Why were ancient Egyptian pictures never meant to be seen by the public? What have you learnt about the art work of the ancient Egyptians by looking in books, the internet, visits and other sources? What was a death mask and why were they important to the Ancient Egyptians? <p>Key Skills Children to:</p> <ul style="list-style-type: none"> Explain why they have chosen specific materials to draw with. To experiment with different styles that artists have used. Keep notes in their sketch books as to how they might develop their work further. Use sketch books to compare and discuss ideas with others. To use the work of the ancient Egyptians to inspire their art. Select appropriate media and techniques to make their death masks. 	<p>DT Key learning point: Fire of London cakes</p> <ul style="list-style-type: none"> What caused the great fire of London? How do you make a great fire of London cake? Can you design your own fire of London cake? Why is it important to measure accurately when cooking? Can you name some of the tools and equipment that you have used and say how you used them? <p>Key Skills Children to:</p> <ul style="list-style-type: none"> Know how to prepare and cook a variety of dishes Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Evaluate a meal and consider if they contribute towards a balanced diet Describe what to do to be hygienic and safe Use appropriate tools and equipment, weighing and measuring with scales. <p>http://cookit.e2bn.org/historycookbook/964-fire-of-london-cakes.html</p>	<p>DT Key learning points: Brazilian carnival costumes</p> <ul style="list-style-type: none"> Why do the Brazilian people celebrate carnival? Why are the costumes important for the carnival? What do they use to make the costumes for the carnival? How does culture and climate affect the type of costume makes for carnival? <p>Key Skills Children to:</p> <ul style="list-style-type: none"> Draw up a specification for their design. Sew using a range of different stitches. With growing confidence cut and join with accuracy to ensure a good-quality finish to the product Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy. Think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Evaluate appearance and function against the original criteria. 	<p>Art Key learning points: Rainforest prints William Morris and Escher (pattern work) both use natural inspiration for their work.</p> <ul style="list-style-type: none"> What colours can be found in the rainforest? How have William Morris and Escher used ideas from the natural environment in their work? Where could your prints be used in modern day life? (e.g. wallpaper, book covers and fabric) Do you think the natural world is good inspiration for art work? <p>Key Skills Children to:</p> <ul style="list-style-type: none"> To use the colours and shapes of the natural habitat of the rainforest as inspiration for their work. Create imaged using printing techniques. Explore colour mixing when printing Design a print for their local environment using natural rainforest inspired shapes and colours. Use the work of other cultures and artists to develop ideas and build understanding. Use a sketch book to plan a rainforest inspired print. 	<p>Art Key learning points: Anglo Saxon art. (including some collage work)</p> <ul style="list-style-type: none"> What patterns did the Anglo Saxons use? Where was most of the Anglo Saxon art found? How do they fit their patterns together? What have you learnt about the art work of the Anglo Saxons by looking in books, the internet, visits and other sources? <p>Key Skills Children to:</p> <ul style="list-style-type: none"> To use the work of the Anglo Saxons to inspire their work. Annotate another person's work of art to record their ideas. Use a sketch book to build up a bank of ideas to help them to plan their own piece of Anglo Saxon inspired art work. Make imaginative use of the knowledge and skills they have acquired to express their own ideas. Can embellish decoratively using more layers of materials to build complexity in their work. Respond form advice from others to rework and improve their design ideas.
Egyptians-Music opportunities	Gunpowder, Treason & Plot-Music opportunities	Brazil in Focus-Music opportunities	Brazil & the Rainforest-Music opportunities	Anglo Saxons-Music opportunities

RHJS – Geography & History Curriculum Overview

	History	History	Geography	Geography	History
	Research music from Ancient Egypt including instruments eg. Harp, Lute and Drums.	Listen to Baroque music – compare and contrast with classical music today.	Listen to the music from a Brazilian music festival. Create own piece of festival music.	Discuss how the sounds of the rainforest create their own music. Children to compose a piece of relaxation music, imitating the sound of the rainforest.	Research Anglo-Saxon instruments. Children to make their own pipe instrument.
	Egyptians -MFL opportunities	Gunpowder, Treason & Plot -MFL opportunities	Brazil in Focus -MFL opportunities	Brazil & the Rainforest -MFL opportunities	Anglo Saxons -MFL opportunities
	Arabic – look at the language and write their name in Arabic.		Portugese – learn basic vocabulary.	Portugese – learn basic vocabulary.	German – learn basic vocabulary.
	Egyptians -PE opportunities	Gunpowder, Treason & Plot -PE opportunities	Brazil in Focus -PE opportunities	Brazil & the Rainforest -PE opportunities	Anglo Saxons -PE opportunities
	To follow	To follow	To follow	To follow	To follow
	Egyptians -Computing opportunities	Gunpowder, Treason & Plot -Computing opportunities	Brazil in Focus -Computing opportunities	Brazil & the Rainforest – Computing opportunities	Anglo Saxons -Computing opportunities
	Linked to Year 5 Computing topic- Developing Games. Children to create an Egyptian themed computer game using Egyptian characters and backgrounds.	Use publishing software to create vocabulary lists and to present key facts related to the topic.	Create a podcast for the school website to report key information learnt throughout the topic.	Create a podcast for the school website to report key information learnt throughout the topic.	Children to create a CAD 3D model of an Anglo-Saxon building- house, abbey, church and to 3D print models for display.