### History

<table>
<thead>
<tr>
<th>Key Learning Points</th>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is Egypt and why do so many people enjoy going on holiday there?</td>
<td>Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information</td>
</tr>
<tr>
<td>What is an archaeologist and how have they helped us find out about the past?</td>
<td>Use dates and historical language in their work.</td>
</tr>
<tr>
<td>How can you find out how <em>your</em> town has changed?</td>
<td>Begin to appreciate that how we make decisions has been through a Parliament for some time.</td>
</tr>
<tr>
<td>What have we learnt from the Ancient Egyptians writing – (create time capsule)?</td>
<td>Appreciate that significant events in history have helped shape the country we have today.</td>
</tr>
<tr>
<td>Who were the Pharaohs, and why were they very important?</td>
<td>Consider modern day plots to overthrow governments or monarchies and debate some of the issues.</td>
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</tbody>
</table>
| How were they buried and why? | \[
\] |

### Key Learning Points

- **Egyptians**
  - 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?
  - Reflection: Set up a Parliamentary debate for and against Cromwell, film it and then show parents.

- **Gunpowder, Treasure and Plot**
  - 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 tennis?
  - What can you find out about the street children of Brazil?
  - Reflection: Create a newspaper report on the plight of the rainforest.

- **Brazil in Focus**
  - What are rainforests and what are their main features?
  - Where are rainforests located and how important is the Amazon to the rainforest?
  - How important is the Amazon to the rainforest?
  - How can you create your own class rainforest?
  - How would you survive in the South American rainforests?
  - What can you find out about an environmental interaction and change?

- **Brazil and the Rainforest**
  - What is an archaeologist and how do they help us understand Brazil?
  - Where is Egypt and why do so many people visit it?
  - How 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?
  - Reflection: Create a newspaper report on the plight of the rainforest.

### Key Skills

- **Egyptians**
  - Be able to find information from a variety of media and understand how bias and opinion might affect the validity of the information.
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  - Begin to appreciate that how we make decisions has been through a Parliament for some time.
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### Trips and Experiences

- **Birmingham museum (Egypt experience)**
  - Work with an artist for the day (Donna Murrell)
- **Coughton Court**
- **Worcester medical museum**
- **Condover residential**
- **Trip to Parliament**
### Egyptians Art & DT opportunities

**ART:**
- **Key learning point:** ancient Egyptians
  - **Key learning point:** Ancient Egyptian death masks
    - 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?
  
  **Key Skills**
  - Children to:
    - 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.

**DT**
- **Key learning point:** Fire of London cakes
  - 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?

  **Key Skills**
  - Children to:
    - 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.

[http://cookit.e2bn.org/historycookbook/964-fire-of-london-cakes.html](http://cookit.e2bn.org/historycookbook/964-fire-of-london-cakes.html)

### Gunpowder, Treason and Plot Art & DT opportunities

**DT**
- **Key learning points:** Brazilian carnival costumes
  - 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?

  **Key Skills**
  - Children to:
    - 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.

### Brazil in Focus Art & DT opportunities

**DT**
- **Key learning points:** Brazil in Focus Art
  - What were ancient Egyptian ancient Egyptians?
  - Where was ancient Egyptian art work?
  - Why were ancient Egyptian art work?

  **Key Skills**
  - Children to:
    - Draw people from different viewpoints.
    - Describe the work of artists to build understanding.
    - Explore shading and using different media to create a portrait.
    - To create a final portrait from their research.

### Brazil & the Rainforest Art & DT opportunities

**DT**
- **Key learning points:** Rainforest inspired print.
  - To use the work of other cultures to improve their work.
  - To use the colours and shapes of 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?

  **Key Skills**
  - Children to:
    - Demonstrate increasing 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.

### Laws & Lawmakers Art & DT opportunities

**DT**
- **Key learning point:** portraits
  - Portraits of kings and queens and other law makers.
  - What is a death mask and why were they important to the Ancient Egyptians?

  **Key Skills**
  - Children to:
    - Demonstrate increasing 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.

### Other ideas for trips and experiences

- **Fire of London cakes**
  - [http://cookit.e2bn.org/historycookbook/964-fire-of-london-cakes.html](http://cookit.e2bn.org/historycookbook/964-fire-of-london-cakes.html)

- **Brazil & the Rainforest inspired print.**

- **Laws & Lawmakers portrait.**

- **Brazil & the Rainforest inspired print.**

- **Laws & Lawmakers portrait.**

- **Brazil & the Rainforest inspired print.**

### Egyptians-Music opportunities

**Gunpowder, Treason & Plot Music opportunities**

**Brazil in Focus-Music opportunities**

**Brazil & the Rainforest-Music opportunities**

**Laws & Lawmakers-Music opportunities**
**RHJS – Geography & History Curriculum Overview**

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<th>Geography</th>
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<tr>
<td>Research music from Ancient Egypt including instruments eg. Harp, Lute and Drums.</td>
<td>Listen to Baroque music – compare and contrast with classical music today.</td>
<td>Listen to the music from a Brazilian music festival. Create own piece of festival music.</td>
<td>Discuss how the sounds of the rainforest create their own music. Children to compose a piece of relaxation music, immitating the sound sof the rainforest.</td>
<td>Learn a Gregorian Chant/sacred piece of music.</td>
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<td>Egyptians -MFL opportunities</td>
<td>Gunpowder, Treason &amp; Plot -MFL opportunities</td>
<td>Brazil in Focus -MFL opportunities</td>
<td>Brazil &amp; the Rainforest -MFL opportunities</td>
<td>Laws &amp; Lawmakers -MFL opportunities</td>
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<td>Arabic – look at the language and write their name in Arabic.</td>
<td>Portuguese – learn basic vocabulary.</td>
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<td>Trip to London</td>
<td></td>
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<td>Egyptians -PE opportunities</td>
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<tr>
<td>Linked to Year 5 Computing topic-Developing Games. Children to create an Egyptian themed computer game using Egyptian characters and backgrounds.</td>
<td>Use publishing software to create vocabulary lists and to present key facts related to the topic.</td>
<td>Create a podcast for the school website to report key information learnt throughout the topic.</td>
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<td>Children to create a Scratch interactive quiz of key facts associated with the topic.</td>
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