

Pharaohs



Year Group: 5/6
 Cycle B
 Spring Term 2

Half Term Learning Focuses

History Ancient Egyptian Civilisation	Geography Human and Physical Geography of Modern Day Egypt	Computing Multimedia: Animation	PE Orienteering	Writing Genres -Wishing Tale -Instructions for electrical board game (DT)/computer game (ICT)
RE	Climate/Environment Link: Impact of climate change on Egypt e.g. rising sea levels	PSHE Year 5 SCARF: Healthy Lifestyles	MfL Y5 Spanish Y6 Russian	Key Texts Egyptian Cinderella

Geography

National Curriculum: Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key line of enquiry: What is it like to live in modern-day Egypt?

<https://www.bbc.co.uk/bitesize/clips/z3rwmp3>

Key Knowledge and Skills:

- Children will locate Egypt on an Atlas and identify the countries and seas surrounding it
- They will use an atlas to identify the countries through which the River Nile flows
- They will learn how to use an atlas to find out about climate and temperature

Children will learn the following facts about the physical geography of modern-day Egypt:

- That Egypt has a hot desert climate, most of Egypt is desert and there is very little rainfall
- That the River Nile is the longest river in the world, running through eleven countries, and is essential to supporting life in Egypt
- Where the source and mouth (Mediterranean Sea) of the River Nile are located

Children will learn the following facts about the human geography of modern-day Egypt:

- That the majority of the Egyptian population (95%) lives near the Nile because it is the main source of water
- That farming in Egypt is reliant on using water from the Nile to grow crops (irrigation), and about how methods of irrigation have changed over time
- That fish from the Nile are also a major food source for people in Egypt
- They will learn about which main crops are grown in and exported from Egypt

Climate/Environment Link: Children will learn about how climate change is affecting people living in Egypt today.

<https://www.npr.org/sections/parallels/2017/08/13/542645647/in-egypt-a-rising-sea-and-growing-worries-about-climate-changes-effects>

Age Related Subject Skills (Progression Guidance):

Year 5

- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Locate the world's countries

Year 6

- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages
- Begin to use and recognise atlas symbols

Prior Learning

Forever Firs children working at ARE should already be able to:

- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Locate Europe on a large-scale map or globe
- Name and locate countries in Europe (including Russia) and their capitals cities

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Map	Find	Climate	Population	Human features	Climate change
Globe	Place	Temperature	Natural resources	Physical features	Sea levels
Atlas	Food	Desert		Irrigation	
River	Water	Arid		Export/Import	
Mountains	Country	Crops		Source/mouth (of river)	
Sea	Hot	Settlement			
Rain	Cold				
Dry	Fish				
Grow					

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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History

National Curriculum (Knowledge): Pupils should be taught about:

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of [Ancient Egypt].

Key Knowledge to be learned:

- How archaeologists have found about what life was like in Ancient Egypt
- About religion in Ancient Egypt, including the names and roles of some of the most prominent gods
- What happened to the Ancient Egyptians (and how the spread of Christianity and then Islam stopped people worshipping the Egyptian gods)
- What daily life was like for the Ancient Egyptians including jobs, education, sanitation, clothing, leisure
- The importance of farming to the Ancient Egyptians, and early inventions to support irrigation (link to Geography)
- The Ancient Egyptian Calendar and the three seasons of Akhet (flooding), Peret (growing) and Shemu (harvesting)
- Where hieroglyphics fit in the chronology of the origins of writing around the world (link to Discovering Language module)
- About the rule of the Pharaohs Tutankhamun (1332-1323BC) and Hatshepsut (1478 - 1458BC) and the impact they had on Ancient Egypt

<https://www.bbc.co.uk/bitesize/topics/zg87xnb>

Age Related Subject Skills (Progression Guidance):

- Use greater depth and range of knowledge to:
 - Develop increasingly secure chronological knowledge and understanding of history, local, British and world
 - Put events, people, places and artefacts on a time- line
 - Use correct terminology to describe events in the past
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Analyse a range of source material to promote evidence about the past
- Construct and organise response by selecting and organising relevant historical data
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Use greater depth and range of knowledge to:
 - Describe and begin to make links between main events, situations and changes within and across different periods and societies
 - Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources

- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Gods Religion Farming River Seasons	Writing	Civilisation Ancient Tomb Artefact Mummy Preserve	Sacred Ruler Irrigation Sanitation Origin Chronology	Pharaoh Egyptologist Archaeologist Hieroglyphics Akhet (flooding), Peret (growing) Shemu (harvesting)	Rosetta Stone Pyramid River Nile

History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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Design and Technology

National Curriculum: Pupils should be taught to:

- understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]
- investigate and analyse a range of existing products
- 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
- select from and use a wider range of tools and equipment to perform practical tasks [e.g. 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 their ideas and products against their own design criteria and consider the views of others to improve their work

Key line of enquiry:

- Children will investigate a range of existing electrical board games (e.g. Operation) and develop a design-criteria for their own electrical board game which they will then design, make and evaluate.

Age Related Subject Skills (Progression Guidance):

Design

- Carry out research, using surveys, interviews, questionnaires and web-based resources
- Identify the needs, wants, preferences and values of particular individuals and groups
- Develop a simple design specification to guide their thinking
- Recognise when their products have to fulfil conflicting requirements
- Generate innovative ideas, drawing on research
- Make design decisions, taking account of constraints such as time, resources and cost
- Develop prototypes

Make

- Select tools and equipment suitable for the task
- Explain their choice of tools and equipment in relation to the skills and techniques they will be

Evaluate

- Identify the strengths and weaknesses of their ideas and products
- Consider the views of others, including intended users, to improve their work
- Refer back to their design criteria as they design and make
- Use their design criteria to evaluate their completed products
- Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants
- Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make

<ul style="list-style-type: none"> using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need Follow procedures for safety Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components Accurately measure to nearest mm, mark out, cut and shape materials and components Accurately assemble, join and combine materials/components Accurately apply a range of finishing techniques, including those from art and design Use techniques that involve a number of steps Demonstrate resourcefulness, e.g. make refinements 	<ul style="list-style-type: none"> Compare their ideas and products to their original design specification Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are <p>Technical Knowledge</p> <ul style="list-style-type: none"> Understand how to use learning from science and maths to help design and make products that work Know that materials have both functional properties and aesthetic qualities Know that materials can be combined and mixed to create more useful characteristics Know that mechanical and electrical systems have an input, process and output Use the correct technical vocabulary for the projects they are undertaking Understand how more complex electrical circuits and components can be used to create functional products Know how to reinforce/strengthen a 3D framework
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Prior Learning Forever Firs children working at ARE should already be able to:

- Gather information about the needs and wants of particular individuals and groups
- Develop their own design criteria and use these to inform their ideas
- Research designs
- Share and clarify ideas through discussion
- Model their ideas using prototypes and pattern pieces
- Use annotated sketches, cross-sectional drawings and diagrams
- Use computer-aided design
- Measure, mark out, cut and shape materials and components with some accuracy
- Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy
- Identify the strengths and weaknesses of their ideas and products
- Consider the views of others, including intended users, to improve their work
- Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused
- Understand how to program a computer to control their products
- Know how to make strong, stiff shell structures

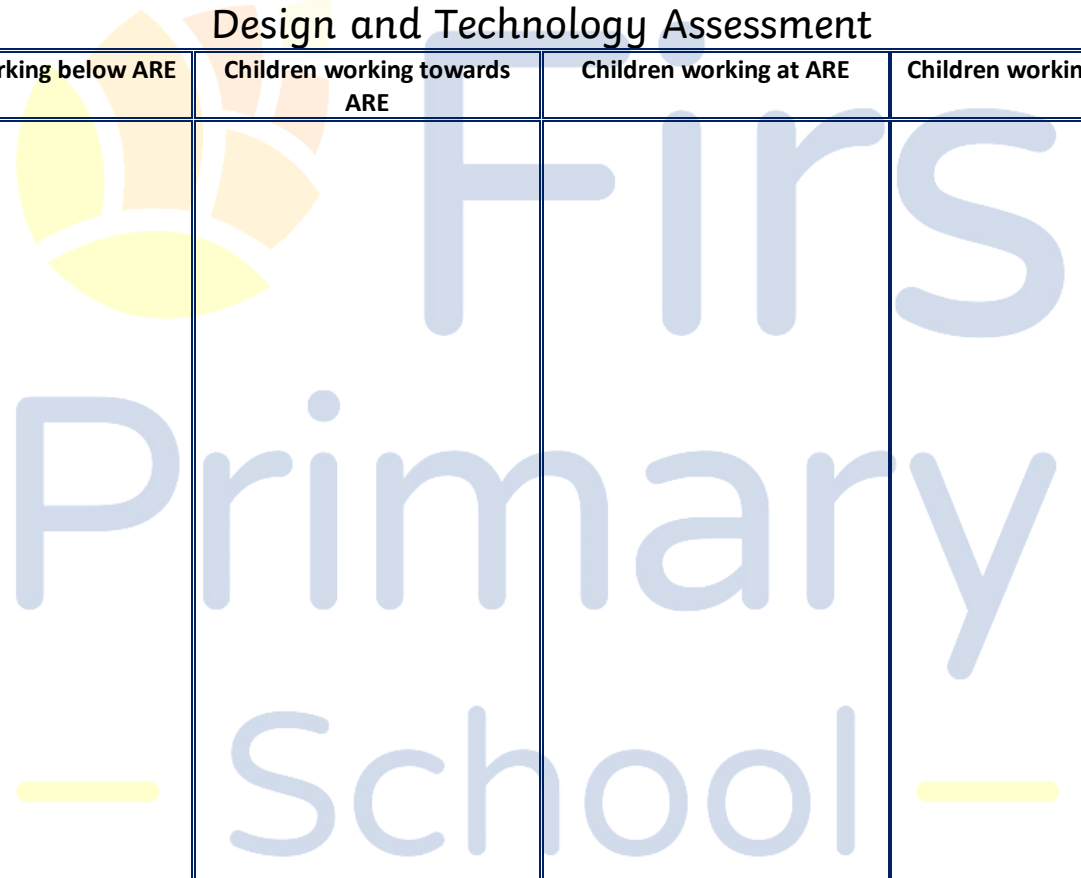
Key Vocabulary

Tier 1		Tier 2		Tier 3	
Lamp	Electricity	Investigate	Circuit	Design-brief	Prototype
Buzzer	Game	Research	Product	Series circuit	
On/off		Evaluate	Appealing	Parallel circuit	
Wires		Innovative	Audience	Cross sectional	
Bulbs		Functional	Purpose	(diagram)	

		Diagram Annotate	Prototype Aesthetic	Exploded (diagram)	
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Design and Technology Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



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MFL

National Curriculum: Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

Curriculum Intentions (Key Knowledge and Skills to be learned):

Year 5

Early Start Spanish

- 1.11 Months of the year
- 1.12 Numbers 13-31
- 1.13 When's your birthday?

Year 6

Copoka Russian Booklet

- Food
- Interrogative and negative sentences
- Adjectives (colours)
- Gender of nouns and adjectives
- Easter in Russia

Age Related Subject Skills (Progression Guidance):

Year 5

- *Understand numbers in multiples of 10 up to 100*
- *Understand and give simple directions*
- *Say that they don't understand and ask for something to be repeated*
- *Give information*
- *Use short sentences when asking and answering questions*

Year 6

- *Follow short descriptions in order to find specific information*
- *Devise and perform a short sketch in role play situation*
- *Demonstrate creativity and imagination in using known language in new contexts*
- *Listen attentively and understand more complex*

- Prepare a short talking task alone or with a partner and present this with reasonable pronunciation
- Listen to a story or poem and identify key words and phrases
- Show understanding of a short text containing familiar and unfamiliar language
- Retrieve information from a text
- To make predictions based on existing knowledge
- Read aloud to a partner or small group
- Write a simple poem
- Write short sentences in a presentation or booklet
- Write simple instructions accurately
- Write sentences on a range of topics using a model
- Use agreements of adjectives
- Manipulate language by changing an element in a sentence
- Look at further aspects of everyday lives from the perspective of someone from another country
- Learn about places of interest/ importance within the county studied

phrases and sentences

- Understand longer and more complex phrases or sentences
- Use spoken language confidently to initiate and sustain conversations and to tell stories
- Prepare a short presentation on a familiar topic
- Be understood when speaking in a different language
- Use knowledge of word order and sentence construction to support the understanding of written text
- Read and understand the main points and some detail from a short-written passage
- Read aloud with confidence
- Write sentences using some description
- Apply a range of linguistic knowledge to create simple, written pieces that can be understood
- Use dictionaries to support writing
- Understand and use negatives
- Recognise patterns in the foreign language
- Present information about an aspect of culture
- Compare and contrast countries where language is spoken with this country
- Investigate famous people / events from the chosen country to be studied
- Investigate cultural differences

Prior Learning

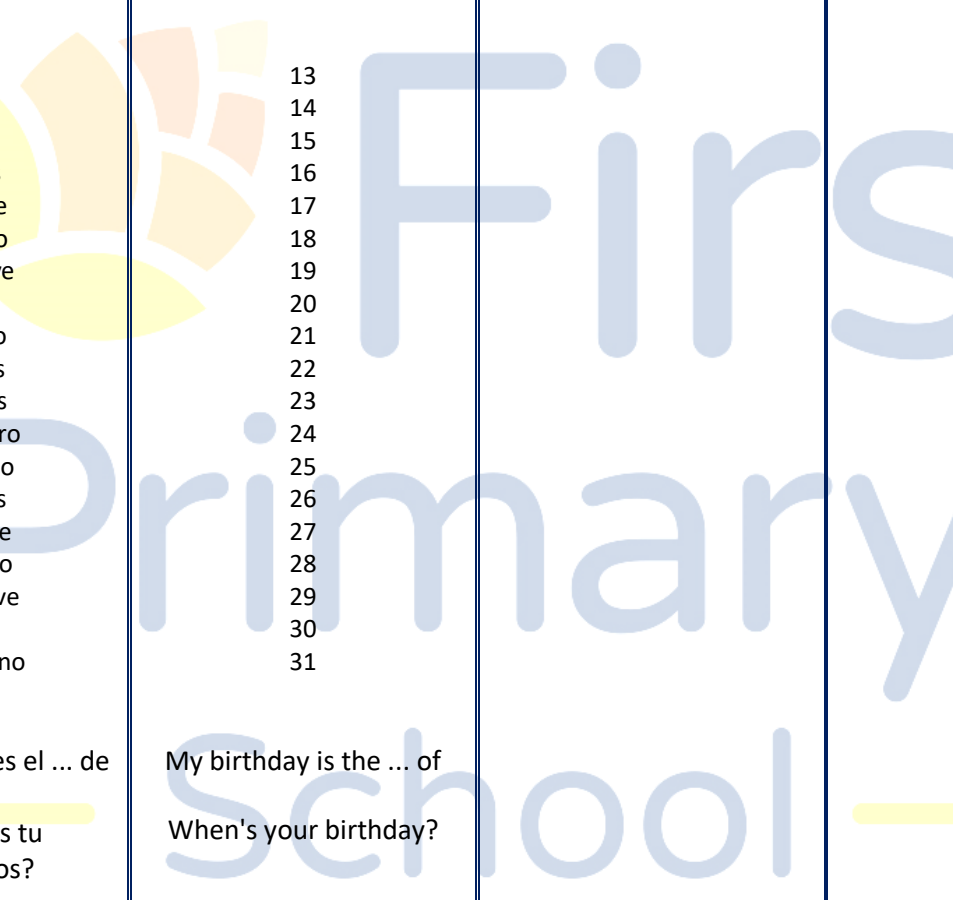
Year 5 Forever Firs pupils working at ARE should already be able to:

- Identify and pronounce accurately the names of some countries and towns
- Sing a song from memory on a related topic
- Listen with care
- Ask and answer simple questions with correct intonation
- Remember a sequence of spoken words
- Speak clearly and confidently
- Initiate a conversation when working with a partner
- Understand words displayed in the classroom
- Write familiar words and simple phrases from a model
- Identify phonemes that are the same as or different from English or other languages they know
- Identify counties where selected language is spoken
- Investigate aspects of lifestyle in selected country e.g. food or leisure activities
- Greet and respond to greetings from others in Spanish (hello, goodbye, how are you?)
- Introductions, numbers to 12, how old are you and my family in Spanish
- Know that Christmas is celebrated in different ways around the world (Germany) .

Year 6 Forever Firs pupils working at ARE should already be able to:

- See Year 5 progression statements above
- Greet and respond to greetings from others in Russian (hello, goodbye, how are you?)
- Know that Christmas is celebrated in different ways around the world (Germany and Spain) .
- Use manners in Russian
- Name classroom equipment
- Name and use numbers 1-10
- Ask and answer 'How old are you?'
- Gender
- Use plurals for some nouns and verbs
- Use and understand some interrogative and affirmative sentences
- Use incentive sentences
- Ask and respond to 'What is it?' and 'What do you have?'

Key Vocabulary (MFLs)

Spanish		Russian	
<p>Qué mes es?</p> <p>enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre</p>	<p>What month is it?</p> <p>January February March April May June July August September October November December</p>	<p>See Copoka Russian Planning</p>	
<p>trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte veintiuno veintidós veintitrés veinticuatro veinticinco veintiséis veintisiete veintiocho veintinueve treinta treinta y uno</p>	<p>13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>		
<p>Mi cumpleaños es el ... de</p> <p>¿Cuándo es tu cumpleaños?</p> <p>¡Feliz cumpleaños!</p>	<p>My birthday is the ... of</p> <p>When's your birthday?</p> <p>Happy birthday!</p>		

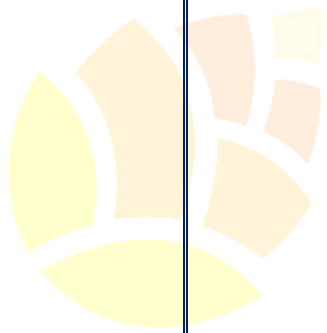
MFL Assessment

Children working below ARE

Children working towards
ARE

Children working at ARE

Children working above ARE



Firs
Primary
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Computing

National Curriculum:

- 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

Key Lines of Enquiry: To create a stop frame animation with multiple movements

Curriculum Intentions (Key Knowledge to be learned):

- Pupils will learn what stop frame animation is
- Pupils understand how small changes put together quickly will look like movements
- Pupils will learn how video editing software works
- Pupils will know how stop frame animation is using in film and television

Age Related Subject Skills (Progression Guidance):

Year 5

- To create a stop frame animation with two objects including movement and speech.

Year 6

- To create a stop frame animation with two objects and a background/set.

DDAT

Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet pals' or 'Stop Motions Animation' - this may be extended by editing the final product in using video editing software

Prior Learning

Forever Firs children working at ARE should already be able to:

- To create a stop frame animation using split pin figures
- Know how to make simple animation
- To create a stop frame animation using one drawing
- To create a stop frame animation using two objects and one body movement e.g. waving or walking
- Know how to develop a story board then create a simple animation using software

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Picture	Television	Editing	Scene	Stop Frame	
Photo	Film	Software	Background	Animation	
Edit	Character	Storyboard	Backdrop	Frames Per	
Camera	Movement	Flipbook	Props	Second	
Webcam	Walking	Animator		Import	
	Plan				

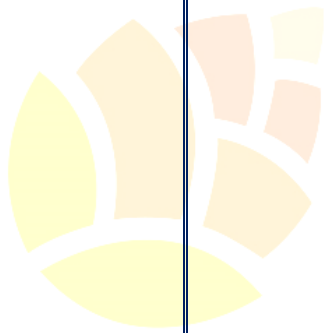
Computing Assessment

Children working below ARE

Children working towards
ARE

Children working at ARE

Children working above ARE



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PE

National Curriculum:

- take part in outdoor and adventurous activity challenges both individually and within a team

Curriculum Intentions (Key Knowledge to be learned):

Children will work through the progressive activities in the following activity pack -

https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf

Age Related Subject Skills (Progression Guidance):

- Orientate simple maps and plans
- Mark control points in correct position on map or plan
- Find way back to a base point
- Co-operate and share roles within a group
- Listen to each other's ideas when planning a task and adapt
- Take responsibility for a role within the group
- Recognise that some outdoor adventurous activities can be dangerous
- Follow rules to keep self and others safe
- Select appropriate equipment/route/people to solve a problem successfully
- Choose effective strategies and change ideas if not working

Prior Learning

Forever Firs children working at ARE should already be able to:

- Use simple maps and diagrams to follow a trail
- Work with friends to plan and share ideas
- Comment on how they went about tackling a task
- Discuss how to follow trails and solve problems
- Work with friends to select appropriate equipment for the task

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Tag	Whistle	Orientate	Co-operate	Hurdle	
Walk	Team	Map	Adapt	Punches/markers	
Run	Plan	Plan	Strategies	Slalom	
Hop	Safe	Boundary	Symbols		
Jog	Share	Leader	Key		
Skip		Agility	Roles		
		Responsibility			

— School —

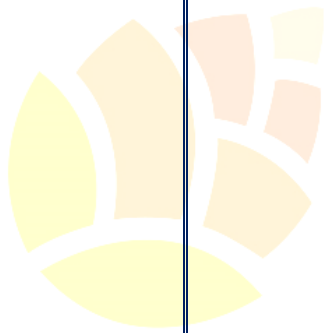
PE Assessment

Children working below ARE

Children working towards
ARE

Children working at ARE

Children working above ARE



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