***Year Five Term 1***

**Theme – Discover**

**Driving Subject - History – Greeks and Egyptians**

***Discover theme key skills***

* Identify questions to answer and problems to solve.
* Plan and research.
* Analyse and evaluate.
* Show empathy.
* Show a commitment to justice.
* Explore issues, events and problems from different perspectives.
* Support conclusions using reasoned arguments and evidence.
* Communicate learning in relevant ways.

**Driving Question – *What makes a great society?***

**Project Outcome – Present their findings/conclusion to a member of the Great North Museum and/or a history scholar**

**School Visit – ThatHistoryBloke Workshop on the Ancient Greeks**

***Connecting concepts***

Concepts to be explored across the project

*Freedom Democracy Equality Justice*

***Key Objectives/Subject specific skills.***

**PSHE**

**Children will learn**

***What decisions can people make with money?***

* how people make decisions about spending and saving money

and what influences them

* how to keep track of money so people know how much they have to spend or save
* how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
* how to recognise what makes something ‘value for money’ and what this means to them
* that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions

**How can drugs common to everyday life affect health?**

* how drugs common to everyday life (including smoking/vaping

- nicotine, alcohol, caffeine, and medicines) can affect health and

wellbeing

* that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
* how laws surrounding the use of drugs exist to protect them and others
* why people choose to use or not use different drugs
* how people can prevent or reduce the risks associated with them
* that for some people, drug use can become a habit which is difficult to break
* how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
* how to ask for help from a trusted adult if they have any worries or concerns about drugs

**History National Curriculum Objectives**

**Ancient Civilizations – Egypt**

Hi2/2.2 Pupils should be taught about the achievements of the earliest civilisations, an overview of where and when the first civilizations appeared and a depth of study of Egypt.

**Ancient Greece**

HI2 / 2.4 Pupils should be taught a study of Greek life and achievements and their influence on the western world.

**History Skills *Chronological Understanding***

Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.

***Depth and Range of Historical Knowledge***

Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people Compare life in early and late ‘times’ studied Compare an aspect of life with the same aspect in another period.

**Interpretations of History**

Compare accounts of events from different sources – fact or fiction . Question the reliability of source material and give reasons why something is/is not reliable. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others - bias and propaganda

**Historical Enquiry**

Begin to identify primary and secondary sources. Use evidence to build up a picture of past events. Select relevant sections of information. Use the library and internet for research with increasing confidence.

***Organisation and Communication***

Recall, select and organise historical information. Present detailed findings, giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.

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Hi1/1.4    significant historical events, people and places in their own locality.

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***Range and depth of historical knowledge***

Recognise why people did things, why events happened and what happened as a result. Identify differences between different ways of life at different times.

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***Historical Enquiry***

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

***Organisation and Communication***

Communicate their **knowledge** through:

Discussion….

Drawing pictures…

Drama/role play..

Making models…..

Writing..

Using ICT…

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**Computing**

**Unit 5.2 – Creating Media – Vector Drawing**

**Unit 5.3 – Creating Media – Video Editing**

CO2/1.6 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, content that accomplish given goals including: collecting, analysing, evaluating and presenting data and information.

CO2/1.7 Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Science**

**Properties and Changes of Materials**

Sc5/3.1a    compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
Sc5/3.1b    know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
Sc5/3.1c      use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Sc5/3.1d    give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
Sc5/3.1e    demonstrate that dissolving, mixing and changes of state are reversible changes
Sc5/3.1f    explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**Animals, including humans**

Sc5/2.2a    describe the changes as humans develop to old age.

***Working Scientifically***

Recording data and results of increasing complexity using scientific diagrams and labels , classification keys, tables, scatter graphs, bar and line graphs.

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Using test results to make predictions to set up further comparative and fair tests.

**English**

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| **Key Texts *(could be linked to the project directly or the concepts covered).*** | **Reading for Pleasure:*** Who Let the Gods Out?
* Tales of the Greek Heroes
* Percy Jackson and the Singer of Apollo
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| **Fiction:*** Make More Noise!
 |
| **Classics:*** Goodnight Mister Tom
 |
| **Poetry:*** Ozymandias
 |
| **Picture Books:*** Marcy and the Riddle of the Sphinx
* An Egyptian Adventure (The Histronauts)
* Howard and the Mummy
* Leo and the Gorgon’s Curse
* Greek Myths
* Flat Stanley and the Great Egyptian Grave Robbery
* A is for Activist
 |
| **Non-Fiction:*** How we lived in ancient times: meet everyday children throughout history
* So you think you’ve got it bad: a kid’s life in Ancient Egypt
* Egyptology: The Search for the Tomb of Osyris
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| **Class Novel:*** Secrets of a Sun King
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| **Song Lyrics:*** Deliver Us – Eden Riegel and Ofra Haza
* When You Believe – Mariah Carey and Whitney Houston
* Zero to Hero – Hercules
* Go the Distance – Michael Bolton
 |
| **Reading Outcomes**  | * Provide reasoned justifications for their views summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas
* Distinguish between statements of facts and opinion
* Read books that are structured in different ways
* Reading for different purposes
* Making comparisons within and a across books
* Checking that the book makes sense to them discussing their understanding and exploring the meaning of words in context
* Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* Predicting what might happen from details stated and implied.
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| **Writing Outcomes linked to project/text** | **Text types to be covered:*** To inform – Biography on Hatshepsut 🡪 Biography on a famous person
* To inform – Recount on Secrets of a Sun King – Diary
* To inform – Instructions on how to mummify a body
* To inform – Timeline/Fact File on Ancient Greece
* To entertain – Egyptian/Greek Poetry

**Objectives:*** Identify the audience for and purpose of writing, selecting appropriate form.
* Select appropriate grammar and vocabulary, understanding how choices can enhance meaning.
* In narratives describe settings, characters and atmosphere.
* Use dialogue to advance action.
* Use devices to build cohesion within and across paragraphs.
* Use organisational and presentational devices to structure text and guide the reader.
* Assessing the effectiveness of their writing and proposing changes.
* Consistent and correct use of tense.
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***Linked Objectives***

**DT**

**Design – DT2/1.1a** 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.

**DT2/1.1b** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make – DT2 / 1.2a** Select from and use a wide range of tools and equipment to perform practical tasks.

**DT 2/ 1.2b** Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.

**Evaluate – DT2/1.3a** investigate and analyse a range of existing products

**DT2/ 1.3b** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

**Cooking and Nutrition**

**DT2/2.1a** - understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

**Technological Knowledge**

**DT2/1.4a** apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

**Geography**

*Ge2/1.1a*    locate the world’s countries, using maps to focus on Europe

Ge2/1.3b    describe and understand key aspects of human geography, including: types of settlement and land use

Ge2/1.4a    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Geographical Enquiry**

Ask questions: What is this landscape like?

Use index and contents page within atlases.

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**PE**

Perform dances using a range of movement patterns.

**Art**

AR 2 1.1To create sketch books to record their observations and use them to review and revisit ideas.

Choose the printing method appropriate to task. Choose inks and overlay colours.

Build up layers and colours/textures.

Organise their work in terms of pattern, repetition, symmetry or random printing styles.

**Key Vocabulary**

Freedom, equality, reform, vulnerable, acropolis, Athens, democracy, Sparta, titans, ancient, civilisation, deity, marathon, Crete, myth, immortal, philosopher, colony, pharaoh, sarcophagus, tomb, sphinx, hieroglyph, Nile river, archaeologist, artefact, Cairo, Tutankhamun, Ramses, Scarab, influence, reliability, historical, account, decade, century, decade, period, morals, reputable, credible, justice, constellation, embalming, chronological, afterlife, legacy, equality, Olympics, ancient, geographical features, Persian, flanks