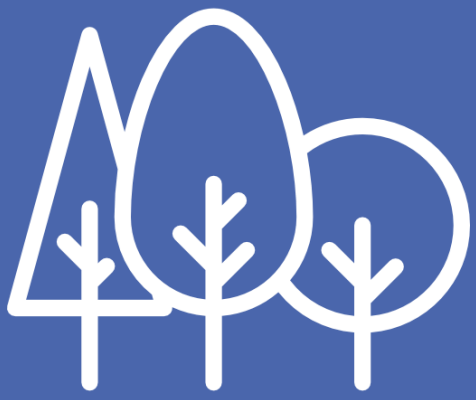
A MOMENT IN TIME:
Appreciating God's Creations

Focus Overview



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

YEAR 5:

A Moment In Time: Appreciating God's Creations
Year 5 – The Egyptians

Throughout this focus, children will learn about the important roles of the Egyptians – studying their ways of life, their beliefs and exploring some of their inventions.
Through ***History***, children will complete an in-depth study of Early Civilisations' achievements by exploring the Egyptians. They will become familiar with some of their most important traditions, beliefs and their way of life.
In ***DT***, children will have the opportunity to use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. They will further 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. They will investigate and analyse a range of existing products as well as evaluating their own ideas and products against their own design criteria and consider the views of others to improve their work. They will apply their understanding of how to strengthen, stiffen and reinforce more complex structures and understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
In ***Art***, children will improve mastery of techniques including drawing, painting and sculpture and develop and share ideas in a sketchbook and in finished products.
Finally, in ***English*** children will use their knowledge of what a day in the life of an Egyptian looks like to write instructions for how to mummify a body, and how to make canopic jars.

Theme Impact

Children will explore and understand the role of the Egyptians and their way of life. They will explore hieroglyphics, mummification, Egyptian dress as well as their culture. Children will investigate Egyptian shadufs and explore how their sophisticated methods of design and technology allowed them to gather water easily. They will then have to use this knowledge to create their own versions. Children will also explore significance of canopic jars before attempting to make their own versions.

Catholic Social Teaching

Learning from the past for our future

- How was being a Catholic embedded in the Egyptian times?
- How have the Egyptians shown civilization for us today?
- Awaiting Chloe's response

Curriculum Drivers

History

Nation Curriculum Objectives

The achievements of the earliest civilizations
- In-depth study of an Early Civilizations' achievements – Egypt

Knowledge and Skills Progression

O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
O2: Plan and present a self-directed project or research about the studied period.
C3: Describe the main changes in a period in history.

Prior learning
O1: Communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.
C3: Describe dates of and order significant events from the period studied.

DT

National Curriculum Objectives

Leavers – Egyptian Shadufs
- Select from and use a wider range of tools and equipment to perform practical tasks, such as 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.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

- Understand how key events and individuals in design and technology have helped shape the world

Knowledge and Skills Progression

- **MC1**- Cutting - Measure and mark materials with increased accuracy, before cutting. Cut materials accurately, using appropriate tools.
- **MC2**- Joining- Join a range of materials using a variety of suitable methods.
- **MC3**- Testing- Test their product as they work, making informed adjustments and striving to address any anticipated problems.
- **E1**- Positive- Identify and discuss the strengths of their product.
- **E2**- Critique- Identify any areas for development/ improvements that could be made.
- **E3**- Audience- Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?
- **E4**- Improve- Suggest how their product could be improved. Take part in peer evaluation, giving and receiving feedback from fellow pupils.

Prior learning:

- **MC1**- Cutting - Measure and mark materials before cutting. Cut materials accurately, using appropriate tools. Score and fold paper/card accurately.
- **MC2**- Joining- Join a range of materials using a variety of methods, usually choosing the method most suited to the task.
- **MC3**- Testing- Test their product as they work, making informed adjustments to ensure their product meets the design criteria
- **E1**- Positive- Identify and discuss the strengths of their product.
- **E2**- Critique- Identify any areas for development/ improvements that could be made.
- **E3**- Audience- Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?
- **E4**- Improve- Suggest how their product could be improved. Take part in peer evaluation, giving and receiving feedback from fellow pupils.

Art

National Curriculum Objectives

Canopic Jars – 3D sculpture

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques including drawing, painting and sculpture – 3D sculpture Canopic designs

- Learn about the great artists, architects and designers in history

Knowledge and Skills Progression

- **3D1** shape, form, model and construct from observation and imagination.
- **3D2** plan a sculpture through drawing and other preparatory work.
- **3D3** develop skills in using clay including slabs, coils, slips etc

Prior learning:

- 3D1 plan, design and make models from observation or imagination.
- 3D2 develop skills in joining, extending and modelling clay.
- 3D3 use papier mache to create simple 3D effects.

Application

The Egyptians used to survive in a hot climate with uneven sand surfaces and were living in conditions which would not pass modern day health and safety requirements. What could we design that could have helped the Egyptians to survive safely?

The Egyptians used to live in mud houses, children will explore different buildings and shelter to discover which would be most effective now. They also used Egyptian Shadufs to collect water to help with their jobs, children will need to think about different ways to collect and transport water effectively.

Wider Curriculum Opportunities

Writing	Reading
Instructions Instructions exploring how to mummify followed by how to make Canopic jars and then children will write instructions on how to survive a day in the life of an Egyptian. **Playscript (Stand alone unit)** Begin by exploring Humpty Dumpty and putting it into a playscript form with up to 2 different characters. Children to then explore the 3 little pigs and then to write their own playscript of Little Red Riding Hood with a twist – possibly change the wolf or come across a challenge along the way to test survival skills	**Pig Heart Boy – Reading Challenge (Stand Alone)** **Structured poetry – Ancient Egypt** **Reading Explorers – The tale of two cooking pots, I want my mummy, The Quest (playscript link)** **Trojan Horse**   **The Tomb of the Emerald**

Computing – application of previously taught skills

- **Use search engines to help them locate information and images**

Enrichment

Egyptian Day – a day in the life of an Egyptian (dress up, Egyptian foods, mummify each other, explore hieroglyphics, make pyramids and decorate them, Egyptian art)

Home Learning

- **Create a fact file about the Egyptians**
- **Create a hieroglyphics word search**
- **Re-create Egyptian art**
- **Label Egyptian clothing**
- **Research Gods associated with Canopic Jars**

Evaluation Notes

Stand-alone objectives to be covered this term

PE

Tennis

Music

Composing notation: Egyptians
(5 lessons)

MFL

Cooking in the Curriculum

Chickpea and Mushroom curry

Science

National Curriculum Objectives

Forces

- Look at transference of forces in gears, pulleys, levers and springs.

Knowledge and Skills Progression

- 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.

Working Scientifically

- design and make products that use levers, pulleys, gears and/or springs and explore their effects.

E1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
E2: take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
E4: using test results to make predictions to set up further comparative and fair tests
E6: identify scientific evidence that has been used to support or refute ideas or arguments