

**Year Five
Discover
Autumn Term**

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

**Project Launch: Religious Education
Religious Teachings about Equality**
We begin our project by finding out about teachings about equality in Hinduism, Islam and Christianity. We discover what these religions teach about each person's responsibility to those who are less fortunate. We explore this learning in the context of the Fair Trade movement and think about the role of religions in speaking up on behalf of those who don't always have their own voice.

**Geography
Physical and human features of a location: Egypt**
We use maps and atlases to understand the physical and human features of modern day Egypt. We explore physical features in depth and consider why a civilisation might have begun in the North of the country. We explore maps that tell us about different aspects of a location, understanding how we can find information about land height and population density from different kinds of maps.

**Art
Collage: Egyptian landscapes**
We identify physical features of Egypt, such as mountains, deserts and the River Nile, and plan how to represent these through collage, tearing and layering materials for effect. We use colours and textures of materials to capture the details of the landscape.

Project Launch

FOCUS 1

FOCUS 2

**History
Building up a picture of life in the past: Chronology of Ancient Civilisations**
Before beginning our study of Ancient Egypt, we first place this civilisation on a timeline alongside others we have previously learnt about. We hypothesise about what the duration of the Ancient Egyptian civilisation might tell us about its society and its leadership. We ask questions about the leaders of Ancient Egypt and use secondary sources and images to find out about the Pharaohs, understanding where their power came from. We consider why we know so much about the Pharaohs and whether we can expect to be able to find so much out about other groups of people,

**Art
Sculpture: Canopic Jars**
We learn about the ritual of mummification for powerful people in Ancient Egypt. Canopic jars were used to store the organs that had been removed. We use images of these to design our own and then use clay to sculpt them, creating jars with the heads of Ancient Egyptian gods.

**History
Life for different groups of people in the past: Ancient Egyptian society**
We learn about the different roles and responsibilities of people in Ancient Egypt, from the Pharaohs at the top of the hierarchy to the role and position of slaves. We think about the contribution of each group and explore our project values of fairness and justice when we think about who is remembered.

**Design and Technology
Constructing pyramids**
We learn about the importance of the pyramids and find out how challenging these were to make. Pyramids are strong structures, but difficult to construct! We investigate creating nets for square-based pyramids and using these to create our own 3D models. We have to measure and cut accurately and then securely join materials together to achieve our final products.

FOCUS 7

FOCUS 6

FOCUS 5

FOCUS 4

FOCUS 3

Music
Traditional Egyptian music and instruments. We listen to traditional Egyptian music and use our musical vocabulary to describe the dynamics, pitch and timbre of it. Visual sources from Ancient Egypt show people playing instruments and we see which ones are similar to ones we use today.

**History
The consequences of historical change: How does a civilisation end and what happens to its treasures?**
The Ancient Egyptian civilisation did eventually come to an end and we learn how this happened. We discover the present-day location of some of the most famous artefacts and learn that many are no longer in Egypt. We find out about the Rosetta stone, what it was and why its discovery was so important to people studying Egypt.

**History
Using sources to build a picture of past events: The discovery of the Rosetta Stone**
We explore a range of primary and secondary sources to build a picture of the events that led to the Rosetta stone finding its way to the British museum. We evaluate the reliability of sources created by French and British soldiers and consider how we can spot bias when analysing sources. We ask what is missing from the sources and why the voices of Egyptian people weren't captured at the time.

Answering the Project Question
We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

**Science
Living things and their habitats**
In this unit, we find out about the life cycles of different living things including amphibians, insects and birds. We can describe the processes of reproduction for plants and some animals.

FOCUS 8

FOCUS 9

FOCUS 10

FOCUS 11

FOCUS 12

FOCUS 13

Religious Education: Incarnation
We find out about the prophecies that had been written about the promised Saviour and how well Jesus met these. We discover that Christians believe Jesus was the promised Messiah and this is why his birth was celebrated. We find out how Christians try to bring peace and good news to others at Christmas.

**Values exploration
What do we think of Napoleon's reasons for being in Egypt?**
We find out why Napoleon's army were in Egypt and what they were doing there when the Rosetta Stone was discovered. We learn what is meant by 'colony' and consider our project values of fairness, justice and respect as we deepen our understanding of these events.

**Values exploration
How and why have people's attitudes to historical artefacts changed over time?**
We find out about the changes in attitudes, and international laws, since the discovery of the Rosetta Stone to now and consider what might have happened to the stone if it was discovered now. We think about why attitudes have changed and what has motivated some countries to return historical artefacts to their countries of origin.



FOCUS 14

**Science
Earth and Space**
In this unit, we learn about the movement of the Earth and other planets relative to the sun. We find out about the orbit and phases of the moon and how this is observed from Earth. We use what we know about the Earth's rotation to describe how day and night are created.

R.E.

Does History remember everyone fairly?

