

HISTORY**TO UNDERSTAND CHRONOLOGY**

Describe main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Use dates and terms accurately to describe events/understand concepts of continuity and change over time.

TO INVESTIGATE AND INTERPRET THE PAST

Use sources of evidence to deduce information about the past

Understand that no single source of evidence gives the full answer to questions about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Refine lines of enquiry.

TO BUILD AN OVERVIEW OF WORLD HISTORY

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

TO COMMUNICATE HISTORICALLY

Use appropriate historical vocabulary to communicate.

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

GEOGRAPHY**TO INVESTIGATE PATTERNS**

Understand some of the reasons for Geographical similarities and differences between countries

Describe how countries and geographical regions are interconnected and interdependent

TOPIC STATEMENT

We will look at the discoveries of Howard Carter, the original tomb raider and find factual evidence of the Ancient Egyptian civilisation. We will find out about Cleopatra and how her death affected the rise of the Roman Empire.

POSSIBILITIES

Whose right is it to keep treasure?

Whose responsibility is it to make sure of this?

ENQUIRY

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

What are our main sources of evidence that help us understand the lives of Ancient Egyptians?

What played a significant part in the sequence of Ancient Egyptian Civilisation?

Is slavery an ancient concept?

HOOK

Saatchi Gallery

WOW

Death Masks

SIGNIFICANT PERSON/EVENT/PLACE

Tutankhamun, Cleopatra and Howard Carter

SUGGESTED VOCABULARY

- primary source
- secondary source
- preservation
- embalm
- legacy
- B.C.E (Before Common Era)
- C.E (Common Era)
- Egyptologist
- mummification
- sarcophagus

LANGUAGES

FRENCH.

SPEAK CONFIDENTLY!

Understand the main points and opinions in spoken passages

Take part in conversations to seek and give information

Be understood with little or no difficulty

Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases

P.E

Games – OAA (x4 weeks)

Take part in outdoor and adventurous activity which challenges both individually and within a team

Enjoy communicating, collaborating and competing with each other

Games – Invasion (x5 weeks)

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Develop an understanding of how to improve in different physical sports and learn how to evaluate and recognise their own success

Gymnastics (x5 weeks)

Develop flexibility, strength, technique, control and balance

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

COMPUTING

TO COMMUNICATE

Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications

TO COLLECT

Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY

Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

TO DESIGN, MAKE, EVALUATE AND IMPROVE

Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

TO MASTER PRACTICAL SKILLS CONSTRUCTION

Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).

ART

TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN)

Show how the work of those studied was influential in both society and to other artists

TO DEVELOP IDEAS

Develop and imaginatively extend ideas from starting points throughout the curriculum

TO MASTER TECHNIQUES

DRAWING

Use a choice of techniques to depict movement, perspective, shadows and reflection

SCULPTURE
Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

Use tools to carve and add shapes, texture and pattern.

Combine visual and tactile qualities.
Use frameworks (such as wire or moulds) to provide stability and form.

DIGITAL MEDIA

Enhance digital media by editing (including sound, video, animation, still images and installations).

MUSIC

TO PERFORM (Singing)

Sing from memory with confidence.

Sing expressively and in tune.

Hold a part within a round.

Sing a harmony part confidently and accurately.

Perform with controlled breathing (voice)

TO COMPOSE

Create songs with verses and a chorus.

Combine a variety of musical devices, including melody, rhythm and chords.

Convey the relationship between the lyrics and the melody.

Use digital technologies to compose, edit and refine pieces of music.

TO TRANSCRIBE

Read and create notes on the musical stave.

Understand the purpose of the treble and bass clefs and use them in transcribing compositions.

TO DESCRIBE MUSIC

Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
pitch , dynamics ,tempo ,l
lyrics and melody ,solo ,l
rounds,
harmonies,cultural
context.(Africa)

Describe how lyrics often reflect the cultural context of music and have social meaning.

R.E

GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB LEADER DIRECTION

Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.
Make clear connections between what people believe and how they live, individually and in communities. Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people.

Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. Using evidence and examples, show how and why people put their beliefs into action in different ways.

Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB LEADER DIRECTIONYEAR 5

Myself and relationships:
Working together,
Communication,
Participation and self-awareness

Myself and my relationships:
Friendship and difference
My Relationships and
Valuing difference

YEAR 6

Myself and relationships:
My emotions. Emotional
wellbeing

Myself and my relationships:
Managing risk and change