

## Theme Overview

Year	5	Term	Spring Term 2
Theme	Egyptians	Big Question	What are the cause and consequences of the Ancient Egyptians?
<p>Focus of unit and scope of unit:</p> <p>The children learn about the Ancient Egyptians. They learn about key Egyptian rulers that impacted on trade and religion. They learn about the impact of the Nile of Egyptian way of life and the importance of this in history. The children use a range of primary and secondary sources to investigate their own lines of enquiry. The children understand how history may be presented differently from different points of view.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>The children learn about different cultures and beliefs. They learn how different people have different points of view.</p> <p>Children work together to complete tasks.</p> <p>Children discuss how paintings make us feel and increase range of vocabulary linked to emotions and atmosphere.</p>	<p>The children come up with their own lives of historical enquiry.</p> <p>Children use oracy strategies to talk like a historian and explain their thoughts and hypotheses.</p> <p>The children research the work on Monet and different watercolour techniques and use this to design and create their own mini - Monet using their ideas.</p>	<p>The children begin to understand bias in recording history and the importance of using a range of sources.</p> <p>The children look at a range of Monet's paintings and work together to identify the key aspects.</p> <p>They practise some techniques and reflect on their own learning to alter and improve.</p>	<p>Children discuss beliefs in a respectful way and how different people have different points of view on religion. Children learn about key male and female Egyptian rulers and the impact this has on our world today.</p>
Big Start		Big Finish	
Visit to the Museum to see the Egyptian mummies and artefacts to develop the question - who were the Egyptians		Monet Ancient Egypt Art Exhibition	
		Experience	
		Visit to the Museum to see the Egyptian mummies and artefacts to develop the question - who were the Egyptians	

## Year 5

Year 5	Spring Term: Ancient Egypt		
Sequence of Learning	Previous Learning		Next Steps in Learning
	Children have learnt about the Ancient Greeks and Stone age to Iron Age British history. They have begun to recognise and use a range of sources.		Children will build on their understanding of cause and consequence with learning in the Industrial revolution. They will explain their knowledge of Ancient civilizations learning about the Ancient Mayans.
Knowledge and Skills	Historical Era	Historical Theme	Significant People / Events
	<ul style="list-style-type: none"> <li>Know when and where Ancient Egypt was.</li> <li>To know the importance of the River Nile on Ancient Egypt</li> <li>Know at least two famous Ancient Egyptians and their impact on Ancient Egypt.</li> <li>Know about the impact of Ancient Egypt had on the world.</li> <li>To understand some key Ancient Egyptian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Cause and consequence –</li> <li>describe several causes of an event and the consequences. I can suggest the most important cause of an event and explain why.</li> </ul>	<ul style="list-style-type: none"> <li><b>Hatshepsut</b></li> <li><b>Akhenaten</b></li> </ul>
	Chronological Understanding		Historical Enquiry and Interpretation
	<ul style="list-style-type: none"> <li>Are able to order and place the key periods from the KS2 History Curriculum studied (in Y3 &amp; Y4 ) in the correct century on a timeline, for example, Ancient Egyptians Romans in Britain and the Stone age, Iron age and Bronze age.</li> <li>Know that CE and BCE can be used instead of BC and AD.</li> <li>independently order and place correctly on a timeline the dates of key events from the history topic being studied.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of sources to provide evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Begin to investigate own lines of enquiry by posing questions to answer.</li> <li>Give reasons why there may be different accounts of history</li> </ul>	
Vocabulary	Pharoah Tomb Pyramid Cause CE/BCE	Consequence Mummification Embalm Hieroglyphics deities	

## Art and Design

Year 5	Term: Drawing Texture - Pyramids		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Previously children have started to understand tone to create 3D effects. Children have begun to understand perspective and the use of shade to represent dimensions. Children have previously used historical pieces of art as a basis for their own art.</p>		<p>Children will move onto using tonal contrasts in drawing. They will be going to comment more on styles of artists and what has influenced the art.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<ul style="list-style-type: none"> <li>- <i>Know how to express emotion and atmosphere in my art.</i></li> <li>- <i>Being to independently adapt and alter my ideas to create a finished piece of art.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and draw objects and use marks and lines, to produce texture.</i></li> <li>• <i>Know how to successfully use shading to create mood and form.</i></li> </ul>	
	Work of Artists - Appreciation		Work of Artists - Art History
	<ul style="list-style-type: none"> <li>• <i>Research the work of an artist and use their work to replicate a style.</i></li> </ul>		Monet
Vocabulary	Highlight Shadow Shading Impressionist Mood	wash	