

## Autumn 2 Year 5 – ANCIENT CIVILISATIONS

Herne Junior School

### Description/Theme Intent:

The theme will start with the children considering the earliest civilisations, where and when they first appeared and why. This will be followed by an in-depth study of life in Ancient Egypt; taught through an enquiry based approach and focussing on its lasting legacy. We will look at the fundamental beliefs held by the Ancient Egyptians and the way in which these influenced their society and structured their lives and accomplishments. We will aim to make comparisons between the key elements of their society with those of our own country at the same time in history; and try to understand and appreciate these differences.

### Curriculum Hook:

An exciting visit from the experts at Haslemere Museum who will help use to explore Ancient Egyptian life and teach us all about mummification. We will have two Ancient Civilisations Days when the children will be encouraged to dress up as real archaeologists to help them, when in role, in their exploration and discovery of this subject.

### Quality Text / Whole Class Reader:

Egyptian Cinderella – Shirley Climo  
Secrets of the Sun King – Emma Carroll

### Links to being a British and Global Citizen:

**Respect** – as a Global Citizen the children will learn about respect for other cultures and beliefs.

**Environment** – the children will learn about the effect that the environment has on the people who live there and vice versa.

### SMSC, RRR and HARMONY:

**Collaboration** – The children will work together in teams to research the daily lives of everyday Egyptians.

**Spiritual** – the children will think about what a sense of belonging can give them and think about how faith gives that to some.

### Life Long Learning Skills:

**Curiosity** – The children will pose their own historical questions which will help shape their enquiry.  
**Problem solving** – Whilst making their own Pivot Man animations the children will have to solve problems as they arise.

### Outcome/Impact:

The children will produce a banner for a museum exhibit, showcasing what they believe to be the most important features of the Egyptian Civilisation. They will accompany this with a paragraph, describing in their own words, what they believe to be the legacy of Ancient Egypt and make links to other known Ancient civilisations of the time. This will be in addition to a beautifully presented topic book.

### As readers, writers and performers, we will:

- We will use our Egyptian knowledge to write a news report about the discovery of Tutankhamun's tomb. We will research the key events and people involved before answering the 5ws and performing oral news reports. We will then think about how direct and indirect speech are used in newspaper reports.
- Using our homework projects, we will write a set of instructions on how to mummify our teacher. We will think about how to use an informal tone to entertain our reader.
- Finally we will look at Egyptian Cinderella and think about the features of a traditional tale. We will then use this to write a different traditional tale with an Ancient Egyptian twist.

### As mathematicians, we will:

- Continue to practise multiplication and division, including: multiples; factors; common factors; prime nos.; square nos.; cube nos.; multiply and divide by 10,100,1000; and multiples of 10,100,1000.
- Measure and calculate perimeter, including: area of rectangles; and area of compound/irregular shapes;

### As scientists, we will: (forces)

Throughout this theme we will be taking on the role of physicists to explore and understand the way that force affects the world around us. We will do this by investigating the following areas,

- Identify gravity as a force and how this affects weight.
- Identify forces as pushes or pulls and be able to say if they are balanced or unbalanced.
- Understand that air resistance is a force (type of friction) which slows moving objects.
- Explore and identify the effects of water resistance.
- Identify friction as a force which may prevent objects from starting to move, and carry out a fair test with one variable, accurately observing and measuring the results.
- Identify mechanisms which have: levers, pulleys and gears, and how they allow a smaller force to have a greater effect.

### As historians, we will:

- Start with a study of where and when the first civilizations (Indus Valley, Egypt, China and Sumeria) appeared including: placing these in chronological order and looking at their legacies.
- Look at various aspects of Ancient Egyptian life, including the impact the River Nile and their beliefs had on the way they lived.
- Consider the legacy and importance of Ancient Egyptian civilisation and make comparisons to what was occurring in Britain at the same time.

### Celebrating our community

The children will visit the local secondary school for swimming lessons. We will have visitors from the local Haslemere Museum.