

Our doorway into...



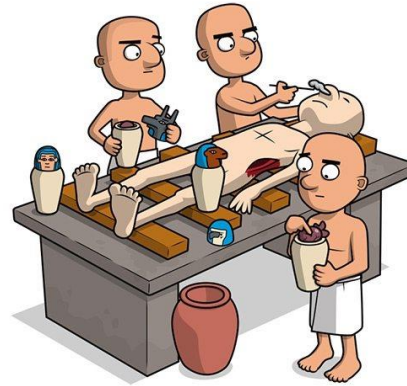
Stepping Back!



Falconhurst School Autumn 2 2019-2020

Year Group: 5

Pathway: Can I step back in time?



THE HOME-SCHOOL



CONNECTION

On Wednesday 11th December, the children are invited to come to school in Egyptian costume. This could include, Pharos, Mummies, warriors or even landmarks. Additionally, on the afternoon of Wednesday 11th December, we would like to invite families in to explore our children's achievements and learning.

Throughout this pathway, we will explore different aspects of Ancient Egyptian History we will focus on Ancient Egyptian Society, beliefs and mythology. We aim to answer the question 'Can I step back in time?'

To support our learning, we will be reading the text 'The Time Travelling Cat and the Egyptian Goddess' by Julia Jarman. If you wish to buy this book for your child to read along in class, it would significantly support their learning 'Tophier and his father are trying to get over the death of Tophier's mother, an Egyptologist, when they take in a stray cat. This cat bears an uncanny resemblance to a cat ornament given to Tophier by his mother and so they name it 'Ka', meaning 'double'. Tophier becomes very attached to Ka and is puzzled by her mysterious absences.' The children will dive deeply into this book and create their own adventures. It will influence all aspects of their literacy learning.

One day a week, the children will be taking part in different curriculum areas. The children will be learning new skills and having different experiences as we come away from the more typical timetable. This half term, they will predominantly be focusing on History, Art, Geography, DT and ICT.

Our Drivers for Learning and Success are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

Through this pathway, children will gain an appreciation of the historical influences the Ancient Egyptians had on modern life. They will explore how different roles in society can inspire them now and their futures.

Knowledge of the World





To develop a sense of cultural capital which helps us to recognise, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Children will be learning about the wider world and its impact. They will learn about how other cultures and societies vary through time and place. They will come to understand how Egyptians were ambitious and built for the future.

Well-Being

To embed our healthy physical, emotional and mental wellbeing which builds our resilience and keeps us safe, we will:

Through our study of The Ancient Egyptians that hard work and resilience shaped a more prosperous life. Each Friday all children have a Jigsaw lesson focusing on personal, social and health education.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary		Home Links
<p>As Historians we will</p> 	<ul style="list-style-type: none"> Discover how and why the Egyptians created Pyramids Study how the society and roles of people from Ancient times have influenced modern society. Look at the significance of Howard Carter and his archeological discoveries. 	<ul style="list-style-type: none"> Place key events and people on a chronological time line. Use dates and terms to describe events Recount changes that have happened in order 	Ancient Society Pharaoh Tutankhamun Egyptologist Archeologist Sarcophagus Pyramid	Dates Time period Era Chronology Continuity Change Century Decade BCE AD	https://www.natgeokids.com/uk/discover/history/egypt/ten-facts-about-ancient-egypt/ National Geographic is a wonderful resource https://www.ducksters.com/history/ancient_egypt.php https://egypt.mrdonn.org/games.html Interactive resources
<p>As Geographers we will</p> 	<ul style="list-style-type: none"> Describe where in the world Africa is and where Egypt is Find the major geographical features of Egypt Discover the significance of the River Nile. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe geographical similarities and differences between countries. 	Country Continent Equator Features River	Mouth Source Globe Atlas	https://www.natgeokids.com/uk/discover/geography/physical-geography/nile-river-facts/ https://mrnussbaum.com/geography/africa
<p>As Artists we will</p> 	<ul style="list-style-type: none"> Build up layers of colour and use a range of visual elements to reflect the purpose of work. Create and combine shapes to create recognisable forms such as a Sarcophagus 	<ul style="list-style-type: none"> Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon ideas from other artists Comment on artworks with a fluent grasp of visual 	Technique Visual Elements Patterns Precise	Sculpture Sarcophagus	https://theculturetrip.com/africa/egypt/articles/cairos-egyptian-museum-in-10-artefacts/
<p>As Design Technologists we will:</p> 	<ul style="list-style-type: none"> Create a dish based on an historical recipe Measure accurately and calculate ratios of ingredients to scale up or down from a recipe Combine elements of design from a range of inspirational designers throughout history, by creating a piece of jewellery. 	<ul style="list-style-type: none"> Follow a recipe. Improve upon existing designs, giving reasons for choices. 	Recipe Combine Ingredients Accuracy Designer		https://amiraspantry.com/egyptian-mahlab-bread-recipe/ https://egypt.mrdonn.org/jewelry.html