

**Curriculum Driver:** Discovery, Awesome Memories

**Trips/Enrichment:** Leicester Museum and Art Gallery

**Cross-curricular subject links:** PSHE, Geography.

**GARP/GASP:** What was life like for women in Ancient Egypt and why was Queen Cleopatra's reign so significant?

**Subject: History**

**Concepts and LEAPS:**

History - Chronology, knowledge and understanding of events, people and changes in the past, historical interpretations and historical enquiry.

**LEAPS:**

- I can place the current period study on a timeline in relation to other studies.
- I can name and place dates, events, artefacts and historical figures on a timeline.
- I can describe events using words and phrases such as century, decade, BC, AD, after, before, during, era, period.
- I can describe the main events and people related to the period studied.
- I can identify and explain some ideas, beliefs, attitudes and experiences of men, women and children from the past.
- I can use sources of information to answer questions about the past.
- I can give clear reasons why there may be different accounts of history.
- I can consider ways of checking the accuracy of sources.
- I can show an awareness that different evidence will lead to different conclusions.
- I can use and interpret different primary and secondary historical sources.

**Core Knowledge**

The Ancient Egyptians were a civilisation that settled near the River Nile in Egypt, Africa. In 3100 BC King Menes united two Egyptian kingdoms and built an empire that lasted until 30 BC, when the Romans took it over by force.

In ancient Egyptian society, men and women did have different roles but, unlike many ancient civilizations, women were considered equal to men, under the law. Men and women could run businesses, borrow money and own property. In Ancient Egypt, poor women were not always educated but the middle class and wealthy families did send girls to school. Typical jobs for women in Ancient Egypt were musicians, professional mourners, craftspeople, nannies, cooks, traders, businesswomen, or dancers. Typical jobs for Ancient Egyptian men were carpenters, scribes, soldiers, or priests.

Although it was uncommon, there were female rulers and even female pharaohs. Pharaohs were the political and religious leaders of the Egyptian people. One of the most famous Egyptians was a woman, Cleopatra VII, who reigned as the last pharaoh of Ancient Egypt for 21 years. Cleopatra became pharaoh in 51 BC. In 30 BC, the Romans invaded Ancient Egypt and Emperor Augustus defeated Cleopatra. Egypt became part of the Roman Empire.

Early Dynastic 3200 bc - 2780 bc	King Menes united Upper and Lower Egypt.
Old Kingdom 2780 bc - 2256 bc	Age of Pyramids. First man made mummies
Middle Kingdom 2134 bc - 1782 bc	Rise of the Middle Class- trade becomes the centre of the economy.
New Kingdom 1570 bc - 1069 bc	Major trading expeditions. Akhenaten and Queen Hatshepsut
Ptolemaic Dynasty 304 bc - 30 bc	Alexander the Great conquers Egypt. Cleopatra is the last Pharaoh
Roman Period 30 bc - 640 ad	Romans take control of Egypt. Egypt never rises to greatness again.



**Vocabulary**

Ancient - From a long time past	BC - Before Christ	Civilisation - A group of people with their own languages and way of life
Evidence - facts or information about something	Pharaohs - A ruler of Ancient Egypt	Excavation - To dig in the ground and discover old buildings or objects
Egyptologist - An archaeologist (someone who studies human history) who focusses on Ancient Egypt	Primary sources - original records of historical periods or events made by people during an event	Secondary sources - document or recording that is written about an event that has happened
AD - Anno Domini which means the year of the Lord	Interpretation - How we describe, analyse and evaluate past events	Artefacts - An object made by human beings.
Century - 100 years	Decade - 10 years	Chronology - events in order of the time they happened.

**Quiz**

1. Where did the Ancient Egyptians live?
2. What roles did women have?
3. Who was one of the most famous Egyptians?
4. Who invaded Ancient Egypt?
5. When did Ancient Egypt begin?
6. What were some typical jobs for Ancient Egyptians?



**Subject/Conceptual knowledge/skills:** (Invasion games and Fundamental Movement Skills)

**LEAPS:**

Football

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together e.g. *dribbling, bouncing, kicking etc.*
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique

Gymnastics

- I can plan, perform and repeat a sequence of movement showing good
- control, technique, co-ordination and fluency.
- I can perform jumps, shapes and balances fluently and with control.
- (Jumps: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump, half-turn, straight jump, full-turn and cat leap)
- I can confidently show a range of balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- I can confidently use equipment to vault in a variety of ways
- I can apply combined skills accurately and appropriately, consistently showing precision, control and fluency.

**Core Knowledge**

Football, also called association football or soccer, is a game involving two teams of 11 players who try to manoeuvre the ball into the other team's goal without using their hands or arms. The team that scores more goals wins. Football is the world's most popular ball game in numbers of participants and spectators.

**Gymnastics**

Gymnastics is a type of sport that includes physical exercises requiring balance, strength, flexibility, agility, coordination, and endurance. The movements involved in gymnastics contribute to the development of the arms, legs, shoulders, back, chest, and abdominal muscle groups

**PE Key Vocabulary**

**Technique** - A technique is the way of performing a skill.

Players select different techniques for performing skills on the basis of:

**Cooperative physical activities** -Cooperation is a behaviour demonstrated by individuals working together toward shared goals

**Core movement** - The competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Strategy:** The intended or chosen plan to achieve a particular purpose  
the plan to overcome an opponent in a game or to solve a problem in outdoor education

**Invasion game:** Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced games focus on teamwork, keeping possession, scoring and defending.

**Subject/Conceptual knowledge/skills:**

Computing: E-safety.

**LEAPS:**

- I know the benefits and risks of various modes of communication.
- I know the safety rules and responsible behaviour when using new technologies.
- I know the SMART rules for when using the internet.
- I can understand the difference between communicating face-to-face and online.
- I can explore the validity of online content and identify trustworthy sources.
- I can understand cyberbullying and know what to do if confronted with cyberbullying.

**Core Knowledge**

E-Safety is all about keeping yourself self when using technology. This includes the use of the internet and other means of communication (text messages, gaming devices, email etc.).



**Computing Key Vocabulary**

E-safety, SMART rules, modes of communication, safety, technology, trustworthy, cyberbullying.

**Subject/Conceptual knowledge/skills:** PSHE: Me and My Relationships (SCARF)

**LEAPS:**

- I can explain what collaboration means;
- I can give examples of how they have worked collaboratively;
- I can describe the attributes needed to work collaboratively.
- I can explain what is meant by the terms negotiation and compromise;
- I can describe strategies for resolving difficult issues or situations.
- I can demonstrate how to respond to a wide range of feelings in others.
- I can give examples of some key qualities of friendship.
- I can reflect on their own friendship qualities.
- I can identify what things make a relationship unhealthy;
- I can identify who they could talk to if they needed help.
- I can identify characteristics of passive, aggressive and assertive behaviours.
- I can understand and rehearse assertiveness skills.
- I can recognise basic emotional needs, understand that they change according to circumstance.
- I can identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risk.

**Core Knowledge.**

Emotions are a way our mind and body reacts to the world around us. For us to feel safe and emotionally balanced, we need certain things to happen to us.

To support others' emotional wellbeing we may need to compromise. This is where an agreement is reached by each person giving up something the wanted to end the argument. We may need to collaborate too. Collaboration is working together to complete a task. It involves co-operation and teamwork and the sharing of ideas.

**PSHE Key Vocabulary**

Collaboration, Emotions, Friendship, Respectful, Relationships, Compromise, Assertive

### Subject/Conceptual knowledge/skills:

French speaking, reading, writing and grammar

### LEAPS:

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.
- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).
- I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns.

### Core Knowledge

**As-tu un animal? = Do you have a pet?**  
**J'ai... = I have...**  
**Je n'ai pas de- I do not have**  
**Qui s'appelle- That is called**

### French Key Vocabulary



### Subject/Conceptual

**knowledge/skills:** Religious Education: Belief, Morals and Values.

Christianity: What is the best way for a Christian to show commitment to God?

### LEAPS:

- I can show an understanding of why people show commitment in different ways.
- I can describe how different practices enable Christians to show their commitment to God
- I can explain why I think some ways of showing commitment to God would be better than others for Christians.

### Core Knowledge

To demonstrate their commitment to God, Christians aim to live their lives following the 10 Commandments: rules given to Moses in the desert when he led the Israelites from Egypt. They also aim to live by a commandment Jesus gave to "Love your neighbour as yourself."

Many Christians will regularly attend church to publicly demonstrate their commitment to God and their religion. Many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them. They may also be baptised which is a symbol of their faith in God and take part in communion as a remembrance of the work of Jesus and a sign of their commitment to follow him.

### Subject Key Vocabulary

Commitment, Commandments, Old Testament, New Testament. Prayer, Baptism, Worship, Communion, Gifts of the Spirit.

### Subject/Conceptual knowledge/skills:

Science

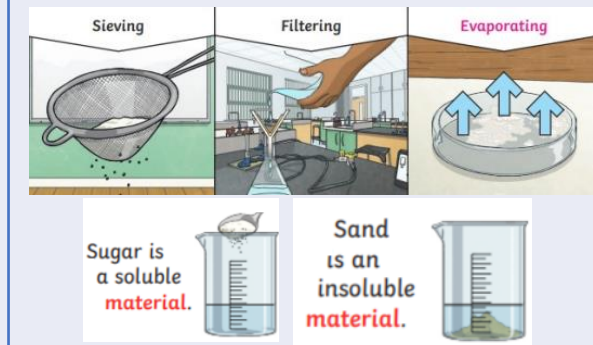
Properties and Change of materials  
Working Scientifically

### LEAPS

- I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- I can demonstrate that dissolving, mixing and changes of state are reversible changes.
- I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- I can explore reversible and non-reversible changes.
- I can investigate how chemists create new materials

### Core Knowledge

Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. Mixtures can be separated by filtering, sieving and evaporation. Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.



### Key Vocabulary

Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material