



# Subject Medium Term Planning Sheet

## 2020/2021

Year 5	Term 4	Unit title Ancient Egypt Frame structures	
Brief description of main content of this unit: <b>Research the history of pyramids; investigate how they were constructed, practical tasks of making strong structures, designing own pyramid, evaluating design and construction.</b>			
Lesson No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	<p><b><u>LO: To investigate and research Ancient Egyptian pyramids</u></b></p> <p>ALL must explain what a pyramid is and know their purpose</p> <p>MOST have knowledge of where they are in the world</p> <p>SOME know how they were made</p>	<p>What are pyramids? Where are they in the world? Egypt/Mexico/Sudan/Peru. Show on map. What is their significance and why were they built? Focus on Ancient Egyptian pyramids and where they are situated in Egypt. Who had them built? Why were they built? Who built them?</p> <p><b>TASKS</b></p> <p>Write a fact file (top trump style) about one pyramid.</p> <p>Include name/who it was built for/where it is built (draw on map) /how it was built - facts about how many days/stones etc etc and draw the pyramid.</p> <p>LA - template with questions set out to find answers for.</p> <p>Rest of class - create OWN fact file design</p>	<p>History</p> <p>English - reading/writing</p> <p>Resources -</p> <p>Laptops needed</p> <p><a href="https://www.ducksters.com/history/ancient_egyptian_pyramids.php">https://www.ducksters.com/history/ancient_egyptian_pyramids.php</a></p> <p><a href="https://www.history.com/topics/ancient-history/the-egyptian-pyramids">https://www.history.com/topics/ancient-history/the-egyptian-pyramids</a></p> <p><a href="http://www.sciencekids.co.nz/sciencefacts/engineering/egyptianpyramids.html">http://www.sciencekids.co.nz/sciencefacts/engineering/egyptianpyramids.html</a></p> <p><a href="http://www.primaryhomeworkhelp.co.uk/egypt/pyramids.htm">http://www.primaryhomeworkhelp.co.uk/egypt/pyramids.htm</a></p> <p>Good info at bottom of this page of other sites to explore</p>



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2	<p><b><u>LO: To investigate pyramids</u></b>          ALL have knowledge of what pyramids are made from          MOST can explain how pyramids were made          SOME can explain some techniques of pyramid building</p> <p><b><u>To investigate structures and joins</u></b>          ALL can investigate strengthening and joining art straws/lolly sticks          MOST can explain what their strongest method has been          SOME can explain why a certain method is stronger than another</p>	<p>Show images of pyramids in Egypt now. How are pyramids constructed? What materials used? Why are they this shape? Which parts of the pyramids are eroding/wearing away/possibly not as strong? Show YouTube clip to show possible theories about how the pyramids were constructed and discuss. Move onto how nowadays we have methods and techniques to strengthen constructions. What methods do the children know? Show images of Eiffel Tower (Stephen Sauvestre designer) Iron Bridge (Thomas F Pritchard) How are these structures are strengthened? Look at methods for strengthening and joining 2 lengths together- joining straws/card triangles. CT show methods for joins then how they can form the frame to a pyramid. Use technical language.</p> <p><b><u>TASKS</u></b>          In pairs - children try out strengthening methods for lengths. Also think about how to make the sides complete, layer lolly sticks? Could write a few sentences about what method they have used and what they did/how is was strengthened.          CT/TA photograph for books</p>	<p>As above</p> <p>Resources -  <a href="https://www.youtube.com/watch?v=lotbZQ55SgU">https://www.youtube.com/watch?v=lotbZQ55SgU</a>          pyramids being built video</p> <p>DTA - projects on a page 'structures' for ideas about joining techniques (get from Lucy - paper copy)          Straws          PVA glue          String          Pipe cleaners - cut into short lengths so as not to waste them!          Cardboard triangles - pre cut          Lolly sticks - cut into half-lengths so as not to waste them!          Elastic bands</p>
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3	<p><b><u>LO: To plan and design a pyramid</u></b></p> <p>ALL must design a pyramid for a purpose.          MOST can talk through their design          SOME can explain why they have used certain materials</p>	<p>Design their own pyramid. <b>Take into consideration who it is for and what its purpose is</b> (Think about pyramids researched earlier in the term)</p> <p><b>What materials will you need? What construction methods will you use?</b> CT show how to create a design sheet/layout and what it must include.</p> <p><b><u>TASK -</u></b>          Design pyramid.          CT put questions/headings on board to support.          Could do in book or have a specific design sheet (p'copy to out into book)          LA - design sheet pre-made (A3?)</p>	<p>As above          Resources -          Design sheet</p>
4	<p><b><u>LO : To construct a pyramid using a design criteria</u></b></p> <p>ALL can make a pyramid according to their design criteria          MOST can use techniques learnt from previous lesson          SOME can explain what techniques they have used showing where they</p>	<p>Remind the class they must make the frame for their pyramid from art straws/lolly sticks although you can use other materials if they are needed. Remember to use their design criteria! Share equipment and NOT be greedy.</p> <p><b>HEALTH AND SAFETY</b> - hot glue gun/scissors.</p> <p><b><u>TASK -</u></b>          Make their pyramids. CT/TA on hand to support and to photograph process and finished pyramid for topic books.</p>	<p>Speaking and listening          History</p> <p>Resources -          Art straws, sellotape, pipe cleaners. Glue, newspaper, card triangles, string</p>



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	are on their design criteria also.		
5	<p><b>LO: To evaluate my pyramid and the design</b></p> <p>ALL can explain what went well or could be improved on, with their pyramid</p> <p>MOST can explain <u>why</u> certain things went well/didn't go well</p> <p>SOME can explain what they would improve and <u>why</u></p>	<p>Look closely at each other's pyramids and their design criteria's. Discuss what worked well and what could be improved. Share thoughts and ideas.</p> <p>TASK - Fill in evaluation sheet with partner worked with. Each do own.</p>	<p>Speaking and listening</p> <p>Resources - Evaluation sheet</p>