

Repton Manor Primary School Medium Term Plan



Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Greater Depth Skills

Expected Skills

Emerging Skills

Topic: Egyptians and Tudors

Year Group: 5

Terms: 3 and 4

Subject - Discrete	Maths					
Unit	Multiplication and Division B - 2 weeks	Fractions B - 2 weeks	Decimals and Percentages - 3 weeks	Perimeter and Area - 2 weeks	Statistics - 2 weeks	

Small Steps

- Step 1 Multiply up to a 4-digit number by a 1-digit number
- Step 2 Multiply a 2-digit number by a 2-digit number (area model)
- Step 3 Multiply a 2-digit number by a 2-digit number
- Step 4 Multiply a 3-digit number by a 2-digit number
- Step 5 Multiply a 4-digit number by a 2-digit number
- Step 6 Solve problems with multiplication
- Step 7 Short division
- Step 8 Divide a 4-digit number by a 1-digit number
- Step 9 Divide with remainders
- Step 10 Efficient division
- Step 11 Solve problems with multiplication and division

- Step 1 Multiply a unit fraction by an integer
- Step 2 Multiply a non-unit fraction by an integer
- Step 3 Multiply a mixed number by an integer
- Step 4 Calculate a fraction of a quantity
- Step 5 Fraction of an amount
- Step 6 Find the whole
- Step 7 Use fractions as operators

- Step 1 Decimals up to 2 decimal places
- Step 2 Equivalent fractions and decimals (tenths)
- Step 3 Equivalent fractions and decimals (hundredths)
- Step 4 Equivalent fractions and decimals
- Step 5 Thousandths as fractions
- Step 6 Thousandths as decimals
- Step 7 Thousandths on a place value chart
- Step 8 Order and compare decimals (same number of decimal places)
- Step 9 Order and compare any decimals with up to 3 decimal places
- Step 10 Round to the nearest whole number
- Step 11 Round to 1 decimal place
- Step 12 Understand percentages
- Step 13 Percentages as fractions
- Step 14 Percentages as decimals
- Step 15 Equivalent fractions, decimals and percentages
- End of block assessment (version B)

- Step 1 Perimeter of rectangles
- Step 2 Perimeter of rectilinear shapes
- Step 3 Perimeter of polygons
- Step 4 Area of rectangles
- Step 5 Area of compound shapes
- Step 6 Estimate area

- Step 1 Draw line graphs
- Step 2 Read and interpret line graphs
- Step 3 Read and interpret tables
- Step 4 Two-way tables
- Step 5 Read and interpret timetables

Framework objectives

I can multiply numbers up to a four-digit by a one or two-digit number using a more formal written method, including long multiplication for two-digit numbers.

I can divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately.

I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

I can solve problems involving numbers up to three decimal places.

I can use all for number operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling.

I can measure and calculate the perimeter of a composite rectilinear figure in centimetres and metres.

I can calculate and compare the area of rectangles (including squares) using: standard units, square centimetres and square metres.

I can estimate the area of irregular shapes.

I can solve comparison, sum and difference problems using information from a line graph.

I can complete, read and interpret information from tables including timetables.

Subjects - Discrete	RE	MFL	Games	PE	Music	Computing	E-Safety
Unit	<p>Hindusim How can Brahman be everywhere and in everything?</p> <p>Christianity How significant is it for Christians to believe God intended Jesus to die?</p>	<p>Hobbies</p> <p>A school trip</p>	<p>Netball</p> <p>Tennis</p>	<p>Swimming</p> <p>Dance</p>	<p>The Fresh Prince of Bel-Air</p>	<p>Multimedia</p> <p>Vector Drawings</p>	<p>Health, Well-Being and Life Style</p> <p>Online Reputation</p>
Small Steps	<p>Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?</p> <p>Hinduism</p> <p>1. Engagement What do you mean to others? What is the essence of you?</p> <p>2. Investigation (3 lessons) Brahman and the Trimurti The family worship What do Hindus teach their children?</p> <p>3. Evaluation Scaffolded writing task - how can Brahman be everywhere?</p> <p>4. Expression Aum</p>	<p>Lesson 1: My hobbies <i>Leçon 1: Mes passe-temps</i></p> <p>Lesson 2: Music <i>Leçon 2: La musique</i></p> <p>Lesson 3: Musical instruments <i>Leçon 3: Les instruments de musique</i></p> <p>Lesson 4: The weekend <i>Leçon 4: Le weekend</i></p> <p>Lesson 5: Films <i>Leçon 5: Les films</i></p> <p>Lesson 6: Étienne's new friend <i>Leçon 6: La nouvelle amie d'Étienne</i></p> <p>Lesson 1: The wheels on the bus <i>Leçon 1: Les roues du bus</i></p> <p>Lesson 2: On the way <i>Leçon 2: En route</i></p> <p>Lesson 3: Through the window <i>Leçon 3: À travers la vitre</i></p> <p>Lesson 4: At the museum <i>Leçon 4: Au musée</i></p> <p>Lesson 5: In the countryside <i>Leçon 5: À la campagne</i></p> <p>Lesson 6: A trip to the museum</p>	<p>Demonstrate understanding of basic tactics for attacking in a game of tennis. Demonstrate understanding of basic tactics for defending in a game of tennis. Demonstrate ability to move to the centre of the court after each shot. Serve the ball over the net.</p> <p>Demonstrate understanding of attacking principles in conditioned, small-sided games. Demonstrate understanding of defending principles in conditioned, small-</p>	<p>Swimming N/A</p> <p>Dance N/A</p>	<p>A. Warm-up Games (including Vocal Warm Ups)</p> <p>C. Learn to Sing the Song: Vocal Warm-ups and Singing</p> <p>D. Play Instruments with the Song: With or Without Notation</p> <p>E. Improvise with the Song: using your voices and instruments</p> <p>F. Compose with the Song: using your instruments</p>	<p>1. The drawing tools 2. Create a vector drawing 3. Being effective 4. Layers and objects 5. Manipulating objects 6. Get designing</p> <p>1. What is video? 2. Identifying devices 3. Using a device 4. Features of an effective video 5. Importing and editing video 6. Video evaluation</p>	<p>Understand simple properties of healthy sleep Can recount simple benefits of sleep on body's health Can offer suggestions on how use of technology before sleep could affect quality of sleep Recount the concept of healthy sleep Can identify activities when using technology that could negatively impact on sleep Can offer simple strategies to manage technology before bedtime Differentiate between fact and fake information. Make a balanced judgement when researching information online. Know what a trusted source of online website/information looks like. Explain what in-app purchasing is (including loot boxes). Identify the benefits but also the risks of in-app purchases. Know that I should always ask permission when making an online purchase</p> <p>Understand that communication online does not have to be text-based. Understand that a variety of communication methods have been developed specific to online communication eg gifs, memes.</p>

Christianity

1. Engagement -

Having control over your life.

2. Investigation (3 lessons)

God's Plan for Jesus

Holy Week

Luke's Gospel

3. Evaluation

Answer Task Sheet

4. Expression

Ambition and

Purpose of others

and myself

Leçon 6: Une excursion au musée

sided games.

Demonstrate understanding of potential solutions to improve the performance of self and others. Demonstrate understanding of self and others performance vs objectives.

Understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context.

I can describe what is meant by harm.

I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart

I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible. I can give examples of the online (or offline) communities to which I belong.

I can describe some of the positive things I do in these communities and can explain how my behaviour impacts on others.

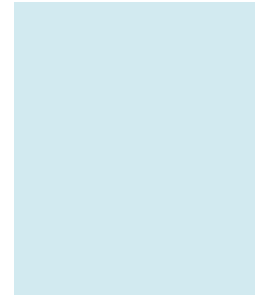
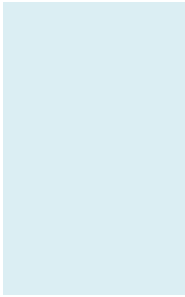
I can describe how online communities collaborate and the benefit of doing this.

I understand some of the difficulties some people may have, including online

I can describe what I can do to support others online, both friends and people I know less well

I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else

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Framework objectives

I can describe some of the characteristics that make me, me, even when I am playing different roles.

I can express my understanding of how Brahman can/cannot be in everything

I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.

I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.

I can start to express my opinion about Jesus' crucifixion

Know how to conjugate and use the simple past tense in the first and third person singular. E.g: I saw, I went and it had...

Build a working knowledge of French phonics and apply this to reading and writing new and unfamiliar words with greater accuracy.

I can work as a group and share roles fairly.

I understand the value of exercise outside of the school day

To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song.

To know different ways of writing music down (staff notation, symbols, etc).

I can create a vector drawing by combining shapes and using the appropriate tools to achieve a desired effect.

I know that technology can be used for drawing and design.
I can identify that drawing tools can be used to produce different outcomes.

Video editing
I can capture video using a digital device and improve it through reshooting and editing.
I recognise video as moving pictures, which can include audio.
I recognise the features of an effective video.
I can identify digital devices that can record video.

I can describe some strategies, tips or advice to promote healthy sleep with regards to technology

being his
destiny/purpose.

Topic Application

Topic Application:
Tudor Rap
Tudor Families

Topic Application:
Vector Drawing of
Pyramids or
Egyptian
Landmark
Topic Application:
Tudor Rap Video
using subtitles

Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities (Lesson order and structure, including small steps)	Objectives Covered (from subject Frameworks)
<p>Class Reader: Secrets of a Sun King</p> <p>SS: Mummifying Oranges</p> <p>MM: Art Gallery</p> <p>FF: Trading game (start with paperclip and trade up during break and lunch)</p> <p>Learning Environment :</p> <p>NP - Artefacts</p>	<p>BQ1: What were the pyramids for?</p> <p>3 Weeks</p> <p>Big Answer: Art Gallery</p>	<p><u>Reading Linked Texts</u> Literacy Shed: The Great Pyramid The Great Pyramid Gods of Egypt Grammarsaurus: Howard Carter Diaries (2 lessons) Egyptian Poem Egyptian Cinderella (¼ lessons) Persuasive leaflet</p> <p>Class Reader: Secrets of a Sun King</p> <p>Writing: Openings that hook Story opening - discovery of an Egyptian tomb</p> <p>GPS: Adverbs and adverbials</p> <p>Art: Sculpting</p> <p>History: Sources</p> <p>Computing: Vector Drawing</p>	<p>Topic: History and Art Lesson 1: Mummification (SS) Lesson 2: Introduction to pyramids - significance Lesson 3: Evidence examination (ask questions about artefacts) Lesson 4: Canopic jars Lesson 5: Jewellery Lesson 6: Interior of pyramids (make a plan) Lesson 7: Design & practice joins Lesson 8: Make artefact Lesson 9: Paint artefact</p> <p>Reading Lesson 1: Secrets of a Sun King (P) Lesson 2: Escape the mummy's Tomb Lesson 3: Escape the mummy's Tomb Lesson 4: Secrets of a Sun King (S)</p> <p>Lesson 5: Secrets of Sun King (P) Lesson 6: Flat Stanley (I) Lesson 7: Flat Stanley (I) Lesson 8: Secrets of a Sun King (S)</p> <p>Lesson 9: Secrets of a Sun King (P) Lesson 10: Flat Stanley (I) Lesson 11: Flat Stanley (I) Lesson 12: Secrets of a Sun King (S)</p> <p>Storytelling: Grammarsaurus Model Text</p>	<p>History</p> <ul style="list-style-type: none"> I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction. <p>Art - Sculpture</p> <ul style="list-style-type: none"> They understand when and how to adapt their artwork appropriately and begin to develop their own style. They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture. <p>Writing</p> <ul style="list-style-type: none"> I can use dialogue and description to develop characters to have an impact on the reader. I can use a variety of sentence structures (simple, compound, complex) for effect. Use what I have read and integrate it in my writing.

<p>NG - Artefacts</p> <p>THB - Construction Area</p>			<p>Session 1: Hook - Role playing discovery of Tomb with Q&A session</p> <p>Session 2: HMMS</p> <p>Session 3: Deepening - book cafe, finding an opening that hooks.</p> <p>Session 5: Deepening - identifying good openings - star rating</p> <p>Session 6: Deepening - toolkit for openings</p> <p>Deepening ideas - frustrating task, picking your team, what is an archaeologist, role play discussion of team</p> <p>Session 7: Deepening - inverted commas</p> <p>Session 8: Deepening - inverted commas</p> <p>Session 9: Planning - story mapping own story of Egyptian discovery with post it notes</p> <p>Session 10: Planning - shared boxing up of class story opening chn do their own matching the story map</p> <p>Session 10/11: Shared write for opening then write own. Review and edit punctuation after EVERY session.</p> <p>Session 12: Editing using SURPRISES (pick focus letter to fit with class needs)</p> <p>Session 13/14: Publishing</p> <p>Purpose: Read to another year group</p>	<ul style="list-style-type: none"> I can use figurative language in my writing to create effect – simile, metaphor, personification. <p>Reading</p> <ul style="list-style-type: none"> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. <p>Computing</p> <ul style="list-style-type: none"> Vector Drawing - Topic application - See above
	<p>BQ2: Can you create a device to build a pyramid?</p> <p>1 Week</p> <p>Big Answer: Build a pyramid using a pulley you've created.</p>	<p>Reading Secrets of a Sun King</p> <p>Writing: No writing as DT focus</p> <p>DT: Design, Make and evaluate process</p>	<p>Topic: DT</p> <p>Lesson 1: Theories for how pyramid were built</p> <p>Lesson 2: Exploring pulleys (pre made)</p> <p>Lesson 3: Exploring levers</p> <p>Lesson 4: Research lifting devices and sketch features</p> <p>Lesson 5: Design lifting device - initial sketch, develop to final design</p> <p>Lesson 6: Technical drawing</p> <p>Lesson 7, 8 & 9: Skill development rotation: cutting at an angle (Y5 courtyard), drilling (DT courtyard), knot tying (classroom):</p> <p>Lesson 10: Making</p> <p>Lesson 11: Making</p> <p>Lesson 12: Evaluation - test using wooden blocks</p> <p>Lesson 1: Secrets of a Sun King (P)</p> <p>Lesson 2: Howard Carter</p> <p>Lesson 3: Howard Carter</p> <p>Lesson 4: Secrets of a Sun King (S)</p>	<p>Science:</p> <ul style="list-style-type: none"> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>DT:</p> <ul style="list-style-type: none"> Design: I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Make: I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate: I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.

				<ul style="list-style-type: none"> I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. <p>Reading</p> <ul style="list-style-type: none"> Discuss and comment on themes and conventions in a variety of genres.
<p>BQ3: Why was the Nile so important to the Egyptians?</p> <p>2 Weeks</p> <p>Big Answer: The journey of a... (chn pick something to show how it was traded)</p>	<p>Reading Tutanka-whom? Tomb Raider Egyptian Poetry</p> <p>Writing: Discussion text - should artefacts be take/should tombs be opened?</p> <p>GPS: ● I can clarify meaning by changing vocabulary and grammar when editing.</p> <p>Geography Human geography Trade Links</p>	<p>Topic: Geography Lesson 1: Intro to the River Nile - Physical Aspects Lesson 2: What did the Egyptians Trade? Lesson 3: What did they sell? Lesson 4: What did they buy? Lesson 5: How did Trade benefit Egyptians Lesson 6: How do we use The Nile to trade today? Lesson 7: Big Answer - The journey of ... Lesson 8: Big Answer - The journey of ...</p> <p>Reading Lesson 1: Secrets of Sun King (P) Lesson 2: Egyptian Poem Lesson 3: Non- Fiction Text (Subheading focus) Lesson 4: Secrets of a Sun King (S)</p> <p>Lesson 5: Secrets of a Sun King (P) Lesson 6: Tutanka-whom Lesson 7: Tomb Raider Lesson 8: Secrets of a Sun King (S)</p> <p>Storytelling: Discussion text - should artefacts be take/should tombs be opened? Handwriting Focus Session 1: Model text - HMSS for or against how to storymap this. Session 2: Deepening - Class debate Session 3: Deepening - toolkit - Causal Conjunctions. Session 4: Deepening - Hot seat - Smuggler, Curator, Egyptian Activist Q and A Session 5: Shared ideas session. For and against should artefacts be taken from tombs. Session 6: Invention - story mapping own story using post it notes Session 7: Planning - boxing up of class story opening chn do their own Session 8: First Draft</p>	<p>Geography</p> <ul style="list-style-type: none"> I can describe and understand key aspects of human geography, including: economic activity including trade links <p>Writing</p> <ul style="list-style-type: none"> I can use colons to introduce a list. I can clarify meaning by changing vocabulary and grammar when editing. I can use embedded clauses to add additional information to my sentences. <p>Reading</p> <ul style="list-style-type: none"> Distinguish fact from opinion with some success. 	

			<p>Session 9: First Draft Session 10: Editing using SURPRISES (pick focus letter to fit with class needs) Session 9: Publishing (long session)</p> <p>Purpose: Debate (To SLT) Parliament possibly.</p>	
<p>SS: Teachers perform a Tudor rap?</p> <p>MM: Watch "Bill" Horrible Histories</p> <p>FF: Gallery show of Batik</p>	<p>BQ1: What were lives like for the Tudors?</p> <p>3 Weeks</p> <p>Big Answer: Tudor Rap</p>	<p>Reading: Driver Daughter</p> <p>Writing: Poetry Free Verse</p> <p>GPS: Handwriting Poetry features</p> <p>Computing - Video Editing</p> <p>Music: Music Video</p> <p>Geography: Trade Links (Tudors)</p>	<p>Topic: In depth- Study (Autonomy)</p> <p>Lesson 1: Who were the tudors? Lesson 2: Tudor timeline - Maths skills focus Lesson 3: Big events - Sequencing Lesson 4: Monarchy - Henry Viii Lesson 5: Tudor women Lesson 6: Life in the tudor times Lesson 7: Life in the tudor times Lesson 8: Tudor Trade links</p> <p>Reading</p> <p>Lesson 1: Driver's Daughter Lesson 2: Tudor kings and queens Lesson 3: Henry VIII fact file Lesson 4: Divers Daughter</p> <p>Lesson 5: Drivers daughter Lesson 6: Tudor time traveller Lesson 7: Diary of Cathrine Parr Lesson 8: Divers daughter</p> <p>Lesson 9: Drivers daughter Lesson 10: Battle of Bosworth Lesson 11: Tudor food and drink Lesson 12: Drivers Daughter</p> <p>Storytelling: Handwriting Focus</p> <p>Session 1: HMSS (Fresh Prince) Session 2: Deepening - exposure to different raps</p>	<p>History</p> <ul style="list-style-type: none"> I use dates and historical terms in their work to sequence events and periods in time. I can draw a timeline with different time periods outlined which show different information, such as periods of history, places and when famous people lived. I can use my mathematical skills to work exact time scales, discussing short term and long term time scales. I can study different aspects of different people - e.g difference between men and women in a historical context. <p>Computing</p> <ul style="list-style-type: none"> Multimedia – Video editing I recognise video as moving pictures, which can include audio. I recognise the features of an effective video. I can identify digital devices that can record video. I can capture video using a digital device and improve it through reshooting and editing. <p>Music:</p> <ul style="list-style-type: none"> Topic Application: Tudor Rap Video using subtitles

			<p>Session 3: Deepening - identifying rhyme schemes Session 4: Deepening - rhymes/near rhymes of historical vocab Session 5: Write 1st verse - model writing rhyming structure and trying out lines to see if they work. LA chn to have coloured strip sso they know what has to rhyme Session 6: Write 2nd verse - model writing rhyming structure and trying out lines to see if they work. LA chn to have coloured strip sso they know what has to rhyme Session 7: Editing for effect - peer feedback Session 8: Handwriting Session 9/10/11: Handwriting Session 12: Handwriting Session 13/14: Performances - Poet in Park style?</p>	<p>Geography -</p> <ul style="list-style-type: none"> I can describe and understand key aspects of human geography, including: economic activity including trade links. <p>Reading</p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. <p>Writing</p> <ul style="list-style-type: none"> I continue to produce legible joined handwriting in all areas of my learning.
<p>BQ2: Have the Tudors impacted our lives?</p> <p>2 weeks</p> <p>Big Answer: Significant Individual Study- Tudor Monarchy, william Shakespere - Cdn choose</p>	<p>Reading: Driver Daughter</p> <p>Writing: Endings the satisfy</p> <p>GPS: simple, compound and complex sentences</p> <p>History Timelines Comparing cultures Debate historical issues</p>	<p>Topic - History Lesson 1: Tudor Successes Lesson 2: Tudor failures and the impact on today's world Lesson 3: Early Tudors Vs Late Tudors c Lesson 4: How to debate... about the Tudors Lesson 5: Building an argument against and for. Lesson 6: Debate Lesson 1: Famous Tudors - Shakespeare's accolades and quotes Lesson 2: Timeline - Shakespeare's life Lesson 3: Life after Shakespere</p> <p>Reading Lesson 1: Treason Lesson 2: Treason Lesson 3: Treason Lesson 4: Treason</p> <p>Lesson 1: Biography of William Shakespere Lesson 2: To be or not to be Lesson 3: Macbeth Lesson 4: Globe Theatre</p> <p>Storytelling: Henry the VIII (storytelling book) Endings that satisfy Session 1: HMSS Session 2: Deepening - Henry's Wives Bios- All Session 3: Deepening - Commas to avoid ambiguity</p>	<p>History</p> <ul style="list-style-type: none"> I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. I can compare and contrast early and late stages in a studied period. I can discuss and debate historical issues I can draw a timeline with different time periods outlined which show different information, such as periods of history, places and when famous people lived. <p>Reading</p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction texts. Discuss and comment on themes and conventions in a variety of genres. <p>Writing</p> <ul style="list-style-type: none"> I can punctuate most of my sentences accurately for taught punctuation. I use modal verbs or adverbs to indicate possibility. 	

			Session 4: Deepening - Love sonnet to a wife Session 5: Box up - Toolkit - Session 6: Invent - Session 7: Shared write - First Draft Session 8: Editing and Publishing	
	BQ4: Tudor Art 1 week	Art - Batik and mixed Media - Tudor style.	Lesson 1: Tudor Art History Lesson 2: Artist Study Lesson 3: Batik Exploration - Test Samples Lesson 4: Design and Wax the Batik Lesson 5: Dye the Batik Lesson 6: Remove Wax and show	Art- Tudor Style Printing <ul style="list-style-type: none"> They can improve their mastery of art and design techniques, including printmaking, painting and sculpture, batik and mixed media with a range of materials (for example, pencil, charcoal, paint, clay).

British Values:

Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
Debating whether Pyramids artefacts should be removed?	<ul style="list-style-type: none"> Debating whether Pyramids artefacts should be removed? 	<ul style="list-style-type: none"> Debating and rights to opinions Choice through big answers 	<ul style="list-style-type: none"> Hindu and Christian Faith Demographics and Culture of Egypt