



Medium-term plan

Year group: 5	Term:
Topic/unit: National Curriculum overview of the earliest civilisations – Ancient Sumer, Indus Valley, Shang Dynasty, Ancient Egypt (prior to depth study of one of these, both aspects required).	
Children make progress in	Evidence for knowledge/understanding developed
Substantive knowledge (what we want children to know and remember)	
<ul style="list-style-type: none"> Approximate dates/duration of each civilisation. Location of each civilisation and importance of climate and major rivers. Identify the main shared characteristics of each civilisation through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery). Identify differences between attributes/achievements and firsts/earliest or greatest (size, longest, tallest, etc). 	<ul style="list-style-type: none"> Can give dates and approximate spans. Can show each civilisation's location on a map/globe and the importance of rivers. Contributes to group presentation at step 3 showing the main attributes/achievements of their focus civilisation. Realises that all four civilisations share most attributes (makes them civilisations). Identifies differences in the scope and duration of the civilisations at steps 4 and 5.
Disciplinary knowledge (use HIAS AREs)	
<ul style="list-style-type: none"> Characteristic features – understand that some past civilisations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/civilisation studied and others studied previously. Historical significance – can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. 	<ul style="list-style-type: none"> Can cite at least three attributes all four civilisations have in common. May understand these are attributes of civilisations. May compare their advanced state to what Britain was like at this time. Gives valid reason(s) for their choice of most significant civilisation (may say all equal) of the four, citing examples of how the civilisation(s) satisfies at least three of the five Rs (or given) criteria.
Key question to drive the enquiry to promote children's progress: where and when did the earliest civilisations develop and what did they achieve?	
Knowledge specific vocabulary <ul style="list-style-type: none"> Administration. Calendar. Cities. Civilisation. Climate. Elite. Time. Farming. Fertile. Hierarchy. Irrigation. Location. Mathematics. Number system. Writing. 	Promoting SMSC <ul style="list-style-type: none"> Spiritual: Moral: Social: collaboration/group work. Cultural: understands that in the past advanced civilisations developed in many different parts of the world. Cross-curricular links <ul style="list-style-type: none"> Geography – importance of being sited in areas with a climate where food could be produced all year or where major rivers could provide irrigation to allow food surpluses to be stored for poorer years.
Resources	
<ul style="list-style-type: none"> Books/vetted websites, (some suggestions page 8, check links before commencing topic and amend as necessary). 	