



Medium-term plan

Year group: 5		Term:
Topic/unit: the achievements of the earliest civilisations: depth study of Ancient Sumer.		
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"> Will know where/when Sumer existed. Will know many of its achievements are considered to be <i>world firsts</i>. Will understand some characteristics that are said to define civilisations and empires. 	<ul style="list-style-type: none"> Can locate the area where Sumer existed on a map/globe, may mention Fertile Crescent/Iraq or Tigris/Euphrates rivers. Can place Sumer on a timeline or may talk about it being the first civilisation/earlier than the Romans/ Egyptians/Greeks, etc. Knows first to have writing/number/mathematics/administration/ wheels, etc. Knows writing/number/mathematics/administration are some characteristics of civilisations. Talks about empire as different states controlled by one king/leader. 	
Disciplinary knowledge (use HIAS AREs)		
<ul style="list-style-type: none"> Characteristic features – can identify and make links between significant characteristics of a period/civilisation studied and others studied previously. Historical enquiry – can construct simple reasoned arguments about aspects of events, periods and civilisations studied. 	<ul style="list-style-type: none"> Appreciates Sumer had many important firsts (lists four/five in step 5 vlog/blog). May compare Sumer and Egypt in terms of achievements. At step 2 contributes effectively to their group a display about an aspect of daily life in Sumer. Participates effectively and makes pertinent suggestions for the Page to Stage activity at step 4. After completing the diamond 9 exercise at step 5, can posit some reasons why Sumer is not well known despite its many firsts and being the first society recognised as a civilisation. 	
Key question to drive the enquiry to promote children’s progress: should more people know about Ancient Sumer?		
Knowledge specific vocabulary		Promoting SMSC
<ul style="list-style-type: none"> Architecture. Babylon. Babylonian Empire. Bronze Age. City state. Civilisation. Class. Climate. Clock time. Cradle of civilisation. Cuneiform. Cylinder seal. Empire. Farming. Fertile. Fertile Crescent. Hierarchical society. Irrigation. Mathematics. Mesopotamia. Number system. Pictogram. Plough. River. Scribes. Slavery/slaves. Tel sites (mounds). Trade. Wheel. Writing. Ziggurat. 		<ul style="list-style-type: none"> Spiritual: Moral: Social: group work/collaboration. Cultural: awareness that civilised societies existed and passed before Britain existed.
		Cross-curricular links
		<ul style="list-style-type: none"> Geography – location Fertile Valley, importance of rivers for agriculture/transport/trade, etc.
Resources		
<ul style="list-style-type: none"> Possible visit/virtual tour of the British Museum’s Mesopotamia collection. 		