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| **History medium term plan** | | | |  |
| **Year group: *Y5*** | **Term:** | | |
| **Topic/unit:** NC Overview of the earliest civilizations – Ancient Sumer, Indus valley, Shang dynasty, ancient Egypt **(Prior to depth study of one of these, both aspects required**) | | | | |
| **Children make progress with:** | | **Evidence for knowledge/ understanding developed:** | | |
| **Substantive knowledge:** (What children should know and remember)   * Approximate dates /duration of each civilization * Location of each civilization and importance of climate and major rivers. * Identify the main shared characteristics of each civilization through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery etc) * Identify differences between attributes/ achievements and firsts/earliest or greatest (size, longest, tallest etc) | | * Can give dates and approximate spans. * Can show each civilization’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 civilization. Realises that all four civilizations share most attributes (makes them civilizations). * Identifies differences in the scope and duration of the civilizations at Steps 4  and 5. | | |
| **Disciplinary knowledge:** (Using HIAS AREs)  **Y5 history ARE - Characteristic features**  Understand that some past civilizations in different parts of the world have some important similarities.  Can identify and make links between significant characteristics of periods/ civilization studied and others studied previously.  **Y5 history ARE – Significance**  Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. | | Can cite at least 3 attributes all four civilizations have in common. May understand these are attributes of ‘civilizations’.  May compare their advanced state to what Britain was like at this time.  Gives valid reason(s) for their choice of most significant civilization (may say all equal) of the four, citing examples of how the civilization(s) satisfies at least 3 of the 5Rs (or given) criteria. | | |
| **Key question to drive enquiry and promote children’s progress:**  ***Where and when did the earliest civilizations develop and what did they achieve?*** | | | | |
| **Promoting SMSC:**  **Spiritual:**  **Moral:**  **Social:**  Collaboration/group work  **Cultural:**  Understands that in the past advanced civilizations developed in many different parts of the World. | | **Unit specific vocabulary:**  *Administration Fertile*  *Calendar Hierarchy*  *Cities Irrigation*  *Civilization Location*  *Climate Mathematics*  *Elite Number system*  *Time Writing*  *Farming* | | |
| **Cross-curricular links:**  **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/visits etc:**  Books/ vetted websites, (some suggestions p7, check links before commencing topic and amend as necessary) | |