|  |  |
| --- | --- |
| **History medium term plan** | **Text  Description automatically generated** |
| **Year group:** *Y5* | **Term:**  |
| **Topic/unit:** The achievements of the earliest civilizations: depth study of Ancient Sumer |
| **Children make progress with:**  | **Evidence for knowledge/ understanding developed:** |
| **Substantive knowledge** (what children should know and understand)**:**Will know where/when Sumer existed.Will know many of its achievements are considered to be ‘world firsts’.Will understand some characteristics that are said to define civilizations and empires. | 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 civilization/earlier than the Romans/ Egyptians/ Greeks etc.Knows first to have writing/ number/ maths/ administration/ wheels etc Knows writing/ number/ maths/ administration are some characteristics of civilizations.Talks about empire as different states controlled by one king/ leader. |
| **Disciplinary knowledge** (using HIAS AREs)**:****Characteristic features Y5 ARE**Can identify and make links between significant characteristics of a period/ civilization studied and others studied previously*.***Historical enquiry Y5 ARE**Can construct simple reasoned arguments about aspects of events, periods and civilizations studied. | Appreciates Sumer had many important firsts (lists 4/5 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 civilization. |
| **Key Question to drive the enquiry to promote progress:** Should more people know about Ancient Sumer? |
| **Promoting SMSC****Spiritual:****Moral:****Social:**Group work/collaboration. **Cultural:**Awareness that civilized societies existed and passed before Britain existed. | **Unit/ topic vocabulary**ArchitectureBabylonBabylonian EmpireBronze AgeCity stateCivilizationClassClimateClock timeCradle of civilizationCuneiformCylinder sealEmpireFarmingFertile | Fertile Crescent Hierarchical societyIrrigationMathematicsMesopotamiaNumber system PictogramPloughRiverScribesSlavery/slavesTel sites (mounds)TradeWheelWritingZiggurat |
| **Cross-curricular links:**Geography – location Fertile Valley, importance of rivers for agriculture/ transport/ trade etc |
| **Resources/visits etc:** Possible visit/virtual tour of the British Museum’s Mesopotamia collection. |