



Long Term and Medium-Term Planning History And Geography Focus With Art And DT As Secondary Subjects



Term and Year: Spring Term, 2020.	Topic: Ancient Sumer
Teacher: M. Churchill – Year 3,4,5	Key question(s): What impact did the Ancient Sumerians have on our world today?

All challenge activities and related 'I can' statements are to be highlighted in green.

Subject	National Curriculum Objectives		'I can...' Statement(s)	Activities
History	Pupils should be taught about: <ul style="list-style-type: none"> • <i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i> 	Lesson 1 – Location and Era	<ul style="list-style-type: none"> • I can say when and where the Ancient Sumerian civilisation first appeared. • I can create a timeline of significant events from the time of the civilization. <p style="color: green; margin-top: 10px;">Some of us will be able to:</p> <ul style="list-style-type: none"> • Use our mathematical knowledge and skills to calculate the difference in years between significant events in 'Sumerian' history. • Calculate the difference in significant events from our time and events from the distant past. 	<ol style="list-style-type: none"> 1. HOOK ACTIVITY-children to be shown a variety of inventions from the Sumerians-the wheel writing, mathematics etc and asked 'What do these have in common?' 2. Children to watch introductory clip of the Sumerian civilization-complete KWL grid. 3. Teacher to model where the civilization appeared using a modern day and then an ancient map. Children to annotate map with the names of the major cities and other civilizations (Babylonia) in the Middle East. 4. Children will then be provided with events on timeline cards-children to sort using chronological order. The children to then create their own timeline of significant events from the era. <p style="color: green; margin-top: 10px;">Challenge – some children will be able to calculate the differences in time between significant events.</p>

		Lesson 2 – Life in the City States	<ul style="list-style-type: none"> • I can say what life was like in an Ancient Sumerian city. • I can use empathise with people from the past. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • Use the historical information to inform our writing. 	<ol style="list-style-type: none"> 1. Teacher to share the information regarding what life was like in the city states-social hierarchy, city organisation, class system etc. 2. Children to empathise with different groups of people from the past-affluent people, slaves etc. 3. Discuss what life must have been like for each group of children within the era. 4. WRITING OPPORTUNITY (in HISTORY SESSION): Teacher to model composing a diary entry for one of the groups of people from Sumeria. Children need to be able to write with a specific viewpoint. <p>Challenge-some children will be able to use the historical facts to create specific effects within their writing (create atmosphere, imagery etc).</p>
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		Lesson 3 – Making their Mark	<ul style="list-style-type: none">• I can understand how and why the Ancient Sumerian people made an impact on the world with their inventions and technologies. <p>Some of us will be able to:</p> <ul style="list-style-type: none">• Analyse the impact of the Sumerian inventions on our own lives today.	<ol style="list-style-type: none">1. Teacher to use slideshow to share information regarding inventions and the impact that these had on the ancient world. Focus specifically on the invention and use of cuneiform. Children to use ancient alphabet to write their own name using these ancient hieroglyphics.2. Children to then research and consider other inventions created during the Sumerian era-time, mathematics, the loom etc.3. Children to choose their three favourite inventions and create a fact-file about each. Work photocopied for display purposes. <p>Challenge-some children will be able to consider the impact of these inventions on the modern world as well as the ancient.</p>
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		Lesson 4-Gods and Religion	<ul style="list-style-type: none"> I can explain some of the religious beliefs and practices of the people of Ancient Sumer. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Compare the religious beliefs of the Sumerians, Sikh (RE link) and themselves-what similarities and differences can the children identify? 	<ol style="list-style-type: none"> Teacher to share information about the polytheistic beliefs held by the Sumerians and ask the key question regarding how this compares to our own beliefs and that of other religions. Play 'True or False' game regarding Sumerian beliefs (comprehension activity based on assimilation of research materials). WRITING OPPORTUNITY (in HISTORY SESSION): Children to synthesise the information researched, shared and read to compose a non-chronological report based on the beliefs of the Sumerians. <p>Challenge-some children will include a section within their report which draws a direct comparison between various beliefs.</p>
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		Lesson 5 – Artefacts and Culture	<ul style="list-style-type: none"> I can examine artefacts use by the Ancient Sumerian people and understand what they tell us about their culture. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Draw comparison between civilizations (Egypt etc) studied. 	<ol style="list-style-type: none"> Children to be presented with the Standard of Ur-an ancient artefact that depicts elements of life in the era-and other artefacts. What conclusions can the children draw from analysing the artefacts? Can the children draw comparisons with any other civilizations studied previously? Children to work in pairs to analyse, discuss and record observations made from the artefacts and what this tells us about life in Mesopotamia. <p>Challenge-some children will be able to draw comparisons between civilizations e.g. hieroglyphics used in Ancient Sumeria and Ancient Egypt.</p>
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		Lesson 6 - Ziggurats	<ul style="list-style-type: none"> • I can design, make and evaluate a product in relation to a specific brief. <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> • state specific ways/methods of improving our working technique and practices. <p><u>Design</u></p> <ul style="list-style-type: none"> • 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 <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ol style="list-style-type: none"> 1. Teacher to share design brief with the children regarding the design and construction of their own structure-a ziggurat (a temple from Mesopotamia). 2. Children to work in pairs/threes to discuss and consider approaches to successfully construct and build their own scale model ziggurat. 3. Children to have access to a range of materials and tools in order to begin construction of the structure once the design phase is complete. 4. Once construction is complete, the children must evaluate their finished product in relation to the original design brief and assess the effectiveness of their design and construction. <p style="color: green;">Challenge-some children will be able to assess their working practices and suggest improvements as well as considering which tools and materials were found to be ineffective.</p> <p style="text-align: center;">*This activity may take multiple sessions throughout the week.</p>
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		Lesson 7 – Ziggurat instructions	<ul style="list-style-type: none"> I can write a set of instructions. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Include specific hints and tips (based on DT evaluation) that would aid the reader in constructing their own ziggurat model. 	<ol style="list-style-type: none"> Children to recap and review on their previous learning relating to the construction of their own model ziggurat. WRITING OPPORTUNITY (in HISTORY SESSION): teacher to model writing process with regard to the composition of instructions. Teacher to elicit from children which features they believe would make their work an Upper Key Stage Two standard of instructions. Teacher to scaffold/model writing for children. Children to use their evaluations of the design and construction process in order to compose their own instructions, including all of the genre key features. <p>Challenge-can children include an engaging introductory paragraph, a wide range of adverbials of time and manner and hints/tips to assist the reader.</p>
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ICT-planned by MC . PE-delivered by the Foundation of Light.

Music – Managed by the Music Co-Ordinator. Charanga to be used in school.

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units