

**Disley Primary School**  
**Medium Term Topic Plan for Year 5/6 – Cycle B**



Term	Autumn	Spring	Summer
<b>Topic</b>	Significant people who changed the world – Ernest Shackleton and The Suffragettes	Ancient Egypt	Ancient Greece
<b>Focus</b>	History and Geography	History and Geography	History and Geography
<b>Enquiry Question</b>	How did people change history and how did their resilience lead to success?	What role did the River Nile play during Ancient Egypt?	How did the Ancient Greeks shape the world we live in today?
<b>Possible Enrichments</b>	The People's History Museum, Manchester	Manchester Museum	Manchester Art Gallery
<b>Key texts</b>	Shackleton's Journey – William Krill Suffragettes and the Fight for the Vote – Sarah Ridley	The Time Travelling Cat and the Egyptian Goddess Pharaohs of Ancient Egypt- Elizabeth Payne	Men and Gods – Rex Warner So You Think You've got it bad – A Kids life in Ancient Greece
<b>Vocabulary</b> Key Words *vocabulary in red are words that will be used in a range of contexts across the curriculum	Inequality; <b>democracy</b> ; <b>government</b> ; <b>biased</b> ; <b>constitutional</b> ; manifesto; petition; propaganda; movement; suffrage; suffragette; prejudice	Tourism; irrigation; erosion; <b>condensation</b> ; <b>precipitation</b> ; <b>evaporation</b> ; civilisation; hieroglyphics; archaeologist; sarcophagus; mummification; papyrus; scarab	<b>democracy</b> ; <b>government</b> ; philosophy; worship; truce; <b>athlete</b> ; sacred truce; sculpture; demographic
<b>Geography</b>	At Disley, our Geography work forms part of our termly topics from Year 1 to Year 6. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.		
	As <b>Geographers</b> we will: <ul style="list-style-type: none"> <li>To explain latitude and longitude</li> </ul> <b>Skill: Location knowledge</b>	As <b>Geographers</b> we will: <ul style="list-style-type: none"> <li>To compare the River Thames, the River Orb, the River Nile and the Mississippi River.</li> </ul>	As <b>Geographers</b> we will: <ul style="list-style-type: none"> <li>To locate Greece on a map and identify its position in comparison to the United Kingdom</li> </ul>

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	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To compare the polar regions with the UK</li> </ul> <p><b>Skill: Place knowledge</b>          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To use 6 figure grid references with teaching of latitude and longitude in depth and use these to plot Ernest Shackleton's expedition around Antarctica</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b>          Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To explore and compare Antarctic and British temperatures and understand reasons for these temperatures</li> </ul> <p><b>Skill: Place knowledge</b></p>	<p><b>Skill: Place knowledge</b>          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To understand the water cycle</li> </ul> <p><b>Skill: Human and Physical Geography</b>          To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To identify the different features of a river</li> </ul> <p><b>Skill: Human and physical geography</b>          physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To identify the different features of the Nile as it makes its journey from its source to the mouth of the river</li> </ul> <p><b>Skill: Human and physical geography</b>          physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To identify the features of a desert and understand why the Ancient Egyptians chose to live near the River Nile</li> </ul>	<p><b>Skill: Location Knowledge</b>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Thread: Scale</b></p>
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	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Thread: Environment</b></p>	<p><b>Skill: Human and physical geography</b>          physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle          human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To compare life on the Nile in Ancient and modern Egypt</li> </ul> <p><b>Skill: Human and physical geography</b>          physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Thread: Diversity</b></p>	
<b>History</b>	<p>At Disley Primary School, our intent is that our teaching of history will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way in order to build on the key skills, which are taught during each key stage.</p>		
	<p>As <b>Historians</b> we will:</p> <ul style="list-style-type: none"> <li>To sequence the events chronologically relating to Ernest Shackleton's expedition and Emmeline Pankhurst's life</li> </ul>	<p>As <b>Historians</b> we will:</p> <ul style="list-style-type: none"> <li>To place Ancient Egyptian events chronologically and refer to these throughout the unit of study</li> </ul> <p><b>Skills:</b> To be able to place current study on time line in relation to other studies.</p>	<p>As <b>Historians</b> we will:</p> <ul style="list-style-type: none"> <li>To order a number of significant events from ancient Greek times on a timeline.</li> </ul> <p><b>Skills:</b> To be able to place current study on time line in relation to other studies.</p> <p><b>Thread:</b> Chronology</p>

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	<p><b>Skills:</b> To know how to sequence up to 10 events on a timeline</p> <p><b>Thread:</b> Chronology</p> <ul style="list-style-type: none"> <li>To identify the characteristics needed to participate in Shackleton's expedition and the skill sets that the crew brought</li> </ul> <p><b>Skills:</b> To be able to identify beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p><b>Thread:</b> Society and legacy</p> <ul style="list-style-type: none"> <li>To look in depth at the varying events experienced by Shackleton and his crew and relate empathetically</li> </ul> <p><b>Skills:</b> To be able to write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied. To be able to consider ways of checking the accuracy of interpretations – whether fact, fiction or opinion.</p> <p><b>Thread:</b> Society and legacy. Sources/Critical thinking</p> <ul style="list-style-type: none"> <li>To make comparisons between Ernest Shackleton and Captain Robert Scott</li> </ul> <p><b>Skills:</b> To be able to identify beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To know key dates, characters and events of time studied. To be able to consider ways of checking the accuracy of interpretations – whether fact, fiction or opinion.</p> <p><b>Thread:</b> Society and legacy. Sources/Critical thinking</p>	<p><b>Thread:</b> Chronology</p> <ul style="list-style-type: none"> <li>To use a range of sources to identify what life was like in Ancient Egypt and make modern day comparisons</li> </ul> <p><b>Skills:</b> To know what primary and secondary sources are and to recognise them. To use a range of sources to find out about an aspect of time past. To be able to compare and contrast ancient civilisations.</p> <p><b>Thread:</b> Sources/Critical thinking. Society and legacy</p> <ul style="list-style-type: none"> <li>To explore rituals in Ancient Egypt with a particular focus on the process of mummification – practical activity (mummify a tomato)</li> </ul> <p><b>Skills:</b> To be able to compare beliefs and behaviour with another period. To be able to compare and contrast ancient civilisations.</p> <p><b>Thread:</b> Society and legacy.</p>	<ul style="list-style-type: none"> <li>To research and describe some key features of the everyday lives of people living in ancient Greece.</li> </ul> <p><b>Skills:</b> To know what primary and secondary sources are and to recognise them. To use a range of sources to find out about an aspect of time past. To be able to compare and contrast ancient civilisations.</p> <p><b>Thread:</b> Sources/Critical thinking. Society and legacy</p> <ul style="list-style-type: none"> <li>To explore how the Ancient Greek Empire grew</li> </ul> <p><b>Skills:</b> To know what primary and secondary sources are and to recognise them. To use a range of sources to find out about an aspect of time past. To be able to write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied.</p> <p><b>Thread:</b> Sources/Critical thinking. Invasion and settlement</p> <ul style="list-style-type: none"> <li>To name some similarities and differences between life in ancient Athens and life in ancient Sparta.</li> <li>To explore philosophy and democracy and explore how this has shaped modern day practice and thinking</li> <li>To use primary sources to answer questions about the Ancient Greeks (start to understand the difference between primary and secondary sources)</li> <li>To make some comparisons between the modern and ancient Olympic Games.</li> <li>To learn about ancient Greek gods and goddesses.</li> </ul> <p><b>Skills:</b> To be able to compare and contrast ancient civilisations. To know what primary and secondary sources are and to recognise them.</p> <p><b>Thread:</b> Society and legacy. Sources/Critical thinking</p>
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	<ul style="list-style-type: none"><li>• To cook foods that would have been prepared and eaten by crew members on the expedition</li></ul> <p><b>Skills:</b> To compare an aspect of life with the same aspect in another period.</p> <p><b>Thread:</b> Society and legacy</p> <ul style="list-style-type: none"><li>• To explore what a suffragette is and understand the purpose of the movement</li></ul> <p><b>Skills:</b> To study different aspects of life of different people e.g. between men and women. To be able to identify beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To know key dates, characters and events of time studied. To be able to consider ways of checking the accuracy of interpretations – whether fact, fiction or opinion.</p> <p><b>Thread:</b> Society and legacy</p> <ul style="list-style-type: none"><li>• To explore the protests of the suffragettes and the punishments they received</li></ul> <p><b>Skills:</b> To be able to write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p><b>Thread:</b> Society and legacy</p> <ul style="list-style-type: none"><li>• To look at the most influential suffragettes including Emmeline Pankhurst</li></ul> <p><b>Skills:</b> To study different aspects of life of different people e.g. between men and women. To be able to identify beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To be able to compare accounts of events from different sources.</p> <p><b>Thread:</b> Society and legacy</p>		
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<b>Retrieval Questions</b>	<p><u>Significant people who changed the world – Ernest Shackleton and The Suffragettes</u></p> <p>What is latitude and longitude?          Who was Ernest Shackleton?          What is a suffragette?          What types of punishments did the suffragettes receive?          Who was Emmeline Pankhurst?          What kinds of foods would be eaten by crew members on the expedition?          Who was Captain Robert Scott?          What was the name of Shackleton's ship?</p>	<p><u>Ancient Egypt</u></p> <p>What is the river than runs through Egypt?          Which continent is Egypt in?          Name the stages of the water cycle.          What is a tributary?          Why is the Nile important?          What time did the Ancient Egyptian civilisation begin?          What is mummification?          Name 2 different roles that Ancient Egyptians might have had.</p>	<p><u>Ancient Greece</u></p> <p>Where is Greece located?          When did the Ancient Greek civilisation begin?          Name a difference between life in Athens and Sparta.          What is democracy?          How have the Olympic games changed over time?          Name 3 Greek gods or goddesses.</p>
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