

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



Term	Autumn	Spring	Summer
Topic	Significant people who changed the world – Ernest Shackleton and The Suffragettes	Ancient Egypt	Ancient Greece
Focus	History	History	Geography
Enquiry Question	How did people change history and how did their resilience lead to success?	What were the secrets of the sands?	How did the Ancient Greeks shape the world we live in today?
Possible Enrichments	The People's History Museum, Manchester	Manchester Museum	Manchester Art Gallery
Key texts	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
Vocabulary Key Words *vocabulary in red are words that will be used in a range of contexts across the curriculum	Inequality; democracy ; government ; biased ; constitutional ; manifesto; petition; propaganda; movement; suffrage; suffragette; prejudice	Tourism; irrigation; erosion; condensation ; precipitation ; evaporation ; migration ; civilisation; hieroglyphics; archaeologist; sarcophagus; mummification; papyrus; scarab	democracy ; government ; philosophy; worship; truce; landscape; adaptation; athlete ; truce; sculpture; demographic
Geography	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 Geographers we will: <ul style="list-style-type: none"> To explain latitude and longitude To compare the polar regions with the UK 	As Geographers we will: <ul style="list-style-type: none"> To compare British rivers to the River Nile To locate countries on a map 	As Geographers we will: <ul style="list-style-type: none"> To locate Greece on a map and identify its position in comparison to the United Kingdom

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	<ul style="list-style-type: none"> 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 To explore and compare Antarctic and British temperatures and understand reasons for these temperatures 	<ul style="list-style-type: none"> To understand the water cycle To identify the different features of a river To identify the different features of the Nile as it makes its journey from its source to the mouth of the river To compare life on the Nile in Ancient and modern Egypt 	
History	<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 Historians we will:</p> <ul style="list-style-type: none"> To sequence the events chronologically relating to Ernest Shackleton's expedition and Emmeline Pankhurst's life To identify the characteristics needed to participate in Shackleton's expedition and the skill sets that the crew brought To look in depth at the varying events experienced by Shackleton and his crew and relate empathetically To make comparisons between Ernest Shackleton and Captain Robert Scott To cook foods that would have been prepared and eaten by crew members on the expedition 	<p>As Historians we will:</p> <ul style="list-style-type: none"> To place Ancient Egyptian events chronologically and refer to these throughout the unit of study To use a range of sources to identify what life was like in Ancient Egypt and make modern day comparisons To explore rituals in Ancient Egypt with a particular focus on the process of mummification – practical activity (mummify a tomato) 	<p>As Historians we will:</p> <ul style="list-style-type: none"> To order a number of significant events from ancient Greek times on a timeline. To research and describe some key features of the everyday lives of people living in ancient Greece. To explore how the Ancient Greek Empire grew To name some similarities and differences between life in ancient Athens and life in ancient Sparta. To explore philosophy and democracy and explore how this has shaped modern day practice and thinking To use primary sources to answer questions about the Ancient Greeks (start to understand the difference between primary and secondary sources)

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	<ul style="list-style-type: none">• To explore what a suffragette is and understand the purpose of the movement• To explore the protests of the suffragettes and the punishments they received• To look at the most influential suffragettes including Emmeline Pankhurst		<ul style="list-style-type: none">• To make some comparisons between the modern and ancient Olympic Games.• To learn about ancient Greek gods and goddesses.
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