

Repton Manor Primary School Topic Planning – Topic Coverage

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| Creating Use info to create something new | Evaluating Critically examine info and make judgements | Analysing Take info apart and explore relationships | Greater Depth Skills |
| Applying Use info in a new situation | | | |
| Understanding Understand and make sense of info | | | Expected Skills |
| Remembering Remember and recall info | | | Emerging Skills |

| Year Group: 5/6 | Big Questions | Learning Opportunities | Subject Coverage | Objective s Covered | Mind Map symbols |
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| Term(s): 3&4 | | | | | |
| Topic: The Shang Dynasty of Ancient China. | | | | | |
| <p>SS: Build a walled city ... using straw bales. Make a model Shang Dynasty.</p> <p>MM: Visit to the British museum.</p> <p>FF: C</p> <p>Learning Environment: Entrance to Shang Dynasty. Model Shang Dynasty</p> | <p>What was the Shang Dynasty?</p> <p>Big Answer: Present your findings on the Shang Dynasty. (Chn to present in their own chosen way).</p> <p style="background-color: yellow;">Term 3, 2 weeks</p> | <p style="background-color: green; color: black;">Chn's Pupil Voice plans to be photographed and stuck into books.</p> <p style="background-color: cyan;">SS: Build a walled city ... using straw bales. Make a model Shang Dynasty. (1 day)</p> <p><u>Input:</u></p> <ul style="list-style-type: none"> - Look at what the Shang Dynasty walled city would have looked like – what would have been in it? Why did they create a wall? Look into what buildings would look like / be made from. - Mr Rawling to explain to chn how to build using straw bales and mud. <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Groups to work with Mr Rawling to build the walled city and to create simple buildings inside. Take pictures of process and final piece to go into books (collage). 2. Chn in class to design a model Shang Dynasty in groups with card / paper. Take pictures of each group model to go into relevant books. Put models on display on top of lockers. 3. Chn to work with TA's to create entrance to the classrooms --- the entrance to the Dynasty using strong cardboard. 4. Get chn to create a clay tile Cut to shape (am). Chn to plan what will go onto their tile to represent themselves... their dynasty (stick into books). Chn to decorate their tile with paint. Use tiles to make their | <p>Reading W1: Goldilocks – Character analysis using sources from different viewpoints (skills book) W2: Character analysis of the first King (curriculum book)</p> <p>Writing Discussion – Model: Was the Shang Dynasty the first Dynasty? Chn to write: Was The King a good King? Debate</p> <p>Maths Discrete (2 weeks) Y5 Fractions, decimals, percentages.</p> <p>Life Skills Group work during building and creating models and displays. Teaching peer's info. Chinese Whispers.</p> <p>History Develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> | | |

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| <p>walled city.</p> | | <p>own wall in classroom on a large sheet of wood. Display in classroom. Photo of final piece in books.</p> <p>Evaluating</p> <p>Creating</p> <p>What can you find out about The Shang Dynasty? 1. Give chn various artefacts / objects (with some red herrings linked to their learning in other areas of the curriculum), can they sort, analyse etc. to find out what gives them info about the Shang Dynasty and what doesn't? Chn to create a collage / fact file to show what they have found out about The Shang Dynasty (in books). Teach to their peers.</p> <p>Evaluating</p> <p>Analysing</p> <p>Creating</p> <p>How did historians discover the Shang Dynasty? 2. Rotation Day: 1) Bone discovery via flooding: Create a small model of a flooding river... storytelling of the story of the bones. Chn to create a story stage. (LM to create a photo collage from all groups to go into books) LM to lead. 2) Archaeology: Digging for artefacts in the sand pit (mud, wood, shells, bones, ceramics, bronze, jade) – which is oldest and why? Chn to sort and draw into books. (Jude to help with Science links). Chn to then piece together artefacts to make a big picture / solve a clue. (AB to create a photo collage from all groups to go into books) AB to lead. 3) Written evidence: Look into where written evidence is discovered - Bone chiselling. Why would it have been found on bones? Why not paper? Cloth? Chn to chisel their own bones (Bushcraft Phil). Bones to go onto display on lockers in cloakroom. (DJ to create a photo collage from all groups to go into books) DJ to lead.</p> <p>Evaluating</p> <p>Analysing</p> <p>Creating</p> <p>The story of the first King of the Shang Dynasty: 3. Tell chn the story – chn to create a drama to retell the story. Play Chinese Whispers- this is a legend. It is not fact. How do legends get changed over time? Why do they change? (Chn to write into their books their original message and the one that came back after the Chinese Whispers) Look at the main parts of the story: 1. Keep state peace and maintain control. 2. Wage military campaigns. 3. Act as high priests.</p> | <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. 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</p> <p>Computing <i>PPA lessons: Skills taught.</i> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>MFL <i>Weekly lesson: Mandarin.</i> Any modern or ancient foreign language Appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. Enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences* Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the</p> | |
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| | | <p>4. Take charge of workshops producing fine goods (Jade, Bronze). 5. Started with good ruler, ended with bad.</p> <p>Line of Shang King passed between brothers, uncles and nephews. Responsibilities of Kings. Chn to map the story parts into books.</p> <p>Evaluating Analysing</p> <p>Timeline of the Shang Dynasty: 4. Give chn key events and dates- chn to match the key events with the dates using deduction and inference. (Timeline in books)</p> <p>Evaluating Analysing</p> | <p>language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing</p> <p>Science <i>Weekly lesson.</i></p> <p>PE <i>Weekly lesson.</i></p> | |
| <p>Why did the Shang Dynasty flourish?</p> <p>Big Answer: Can you create your own Dynasty using computing? <u>1-day project</u> (Add these to the school website and computers in Rainbow Room, so chn can play each other's games).</p> <p>Term 3, 3 weeks</p> | | <p>Does every community need a hierarchy? 1. Learn about Shang Dynasty hierarchy (slaves, farmers, traders, artisans, nobles, king). Look at hierarchy within our community (school, UK). Make a diamond / own method to show the hierarchy and compare to modern hierarchies.</p> <p>Evaluating Analysing Creating</p> <p>What are the pros and cons of establishing a settlement by a river? (irrigation) 2. Chn build their own irrigation system in a tray of compost --- investigation: challenge to change one variable (angle or depth of channel or see how strengthen to see that crops don't get washed away).</p> <p>Evaluating Analysing Creating</p> <p>How are rivers formed? 3. Trip - Trip to River. Investigate how Rivers are formed - erosion and deposition. Pics in books. Follow-up learning if needed.</p> <p>Evaluating Analysing Creating</p> <p>Why is the river yellow?</p> | <p>Reading The invisible Kingdom. Hierarchy within a palace.... Focus on character. Poetry: The journey of a River</p> <p>Writing Discussion - invent: Does every community need a hierarchy? Poetry - rivers journey</p> <p>Maths 1 week discrete. Y5 Fractions, decimals, percentages. 2 weeks linked: Measuring and reading scales (2 weeks)</p> <p>Life Skills Hierarchies and power in communities. Democracy and dictatorships. Settlement and needs. Water safety - river trip. Pollution Cooking and nutrition</p> <p>Geography describe and understand key aspects of: 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | |

4. Due to the immense amount of silt from the deserts. The silt causes the currents to clog causing flooding.

Investigation: Chn to create their own river and see if they can make it coloured.

Can they look at dredging and materials that settle and sink?

Evaluating

Analysing

Creating

How did the Shang Dynasty provide food for their community?

5.1 Day:

Farming

Give the chn ingredients (millet, ginger, tea, milk, pak choi, soy beans, staranise, peach, eggs) --- bring in a selection. Sort into what recognise and don't. Look at taste and texture etc. Discuss farming in the Shang, problems if flooded. Mention some things they would eat... millet porridge, tea.

Chn plan a recipe using the ingredients. Write measurements (get chn to convert).

Make and evaluate.

(Bushcraft Phil - cooking on an open fire).

Evaluating

Analysing

Creating

DT

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

History

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

Computing

PPA lessons: Skills taught.

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

MFL

Weekly lesson: Mandarin

Any modern or ancient foreign language Appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.

Enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

Present ideas and information orally to a range of audiences*

Read carefully and show understanding of words, phrases

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| | | | <p>and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing</p> <p>Science <i>Weekly lesson.</i></p> <p>PE <i>Weekly lesson.</i></p> | |
| <p>What did the Shang Dynasty believe?</p> <p>Big Answer: Persuasive poster to promote the Shang Dynasty – to recruit new civilians.</p> <p>Term 4, 3 weeks</p> | <p>MM: Visit to the British museum.</p> <p>How did Siddhartha Gautama become Buddha?</p> <p>1.Siddhartha Gautama became Buddha by renouncing worldly pleasures and seeking a path to internal enlightenment. Born into royalty, Siddhartha Gautama led a sheltered life until age 29, when he ventured out of the opulent palace that he lived in and saw poverty, sickness and death first-hand for the very first time. Chn to tell write Buddha advert answer/ story / fact file / poem --- their own method of how he became Buddha.</p> <p>Evaluating Analysing Creating</p> <p>What are the four noble truths? (1 lesson per truth) http://www.bbc.co.uk/religion/religions/buddhism/beliefs/fournobletruths_1.shtml What is the eight-fold path?</p> <p>2.The truth of suffering (Dukkha) 3.The truth of the origin of suffering (Samudāya) 4.The truth of the cessation of suffering (Nirodha) 5.The truth of the path to the cessation of suffering (Magga)</p> <p>Evaluating Analysing Creating</p> <p>Life after Death:</p> | <p>Reading Chinese myths and legends</p> <p>Writing Chinese myths and legends: The Gods</p> <p>Maths Discrete (2 weeks)</p> <p>Life Skills Respect for other religions and cultures. Working in groups. Importance of objects and beliefs. Appreciation of art and culture.</p> <p>RE Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief Learning about at least two other religions and/or worldviews, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.</p> <p>Art develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p>History</p> | | |

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| | | <p>6.Explain beliefs: Animism (objects have soles or spirits), veneration of ancestors (spirits of the dead are with us and have influence), Lucky charms. Chn to create their own burial tomb with important objects. Explain why they have put each object in. Chn could bury one class version within school grounds – memory box.</p> <p>Evaluating</p> <p>Analysing</p> <p>Creating</p> <p>The Gods:</p> <p>7.The Jade Emperor – ruler of heaven and creator of universe. The monkey God – trickster Guan-Win – woman, Goddess of compassion. The four dragons – Long, Pearl, Yellow, Black. Chn to research the Gods and teach each other what they have learnt. Look at fact files etc. Then, chn to create their own God (challenge to make a picture, model and fact file).</p> <p>Evaluating</p> <p>Analysing</p> <p>Creating</p> <p>Can you represent a God? (Art 1.5 weeks) Chn to depict their own God ... Look at the styles of the artists below... pick one for your God.</p> <ul style="list-style-type: none"> - 8.Huang Bin Hong: Traditional landscape art ---- long brush strokes etc. Chn create for Shang Dynasty landscape – river and wheat fields. - 9.Hua Tunan – Ink splats. Chn create for Ink Dragon. <p>10 and 11. Final piece: Chn to pick a skill for their God.</p> <p>Evaluating</p> <p>Analysing</p> <p>Creating</p> | <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 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</p> <p>MFL <i>Weekly lesson: Mandarin</i> Any modern or ancient foreign language Appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. Enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences* Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing</p> <p>Science <i>Weekly lesson.</i></p> <p>PE</p> | |
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| | <p>Why did the Shang Dynasty fall?</p> <p>Big Answer: Debate with audience (vote).</p> <p>Term 4, 1 week</p> | <p>Cycle of Dynasties - Bad King</p> <p>1. Influence of wicked wife lead to his punishments. Chn to create a web quest for the bad king.</p> <p>Evaluating Analysing Creating</p> <p>Astronomy</p> <p>2. Look at horoscopes from past to now --- how have people through time relied on mysticism. How has this followed through to modern day. Chn to write their own horoscope to the people for the bad King (hint to an end, but don't tell them... symbolic... figurative language).</p> <p>Evaluating Analysing Creating</p> <p>Zhou Army - Threat</p> <p>3+4. Dynastic cycle - ways dynasties rise and fall Chn to decide who to side with - the bad King or the new one. Class Debate (2 lessons).</p> <p>Evaluating Analysing</p> | <p>Weekly lesson.</p> <p>Reading</p> <p>Writing Battle of Muye</p> <p>Maths Discrete</p> <p>Life Skills Influences and peer pressure. Debate and turn taking</p> <p>History Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 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</p> <p>MFL Weekly lesson: Mandarin Any modern or ancient foreign language Appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. Enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences* Read carefully and show understanding of words, phrases and simple writing</p> | |
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| | | | <p>Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing</p> <p>Science <i>Weekly lesson.</i></p> <p>PE <i>Weekly lesson.</i></p> | |
| | <p>What impact has the Shang Dynasty had on modern China?</p> <p>Big Answer: Open Afternoon presentation to parents.</p> <p>Term 4, 2 weeks</p> | <p>Trade – silk trade. Set up a trade system around the school so that children can view the importance of trade. Different items will sell for different prices in different locations but the children must take costs and risks of shipping into consideration. How can they make the greatest profit from their items?</p> <p>Evaluating Analysing Creating</p> <p>The invention of writing:</p> <p>Karma and symbols:</p> | <p>Reading</p> <p>Writing</p> <p>Maths Data Handling (2 weeks)</p> <p>Life Skills Enterprise</p> <p>DT <u>Design</u> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Geography <i>Develop their use of geographical knowledge,</i></p> | |

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| | | | <p><i>understanding and skills to enhance their locational and place knowledge.</i></p> <p>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>History Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 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</p> <p>MFL <i>Weekly lesson: Mandarin</i></p> <p>Science <i>Weekly lesson.</i></p> <p>PE <i>Weekly lesson.</i></p> | |
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| British Values: | | | |
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| Democracy | Rule of law | Individual liberty | Mutual respect and tolerance |
| <ul style="list-style-type: none"> • Voting – in group work, during building project, debates • Coming to group decisions • Kings and Rulers and methods of ruling in the Shang Dynasty • Do we need hierarchy? | <ul style="list-style-type: none"> • Trade laws – over time and current • Laws in advertising / packaging for enterprise project • Copyright | <ul style="list-style-type: none"> • Rights of people in trade • What rights should everyone have? • Ethics in advertising / packaging | <ul style="list-style-type: none"> • Buddhism • Gods and belief systems • Astrology and spiritualism • Respect for each other – debates. • Respect for objects and artefacts |