

History Medium Term Spring 2 Year 4

Unit Ancient Civilisations (an overview)

Substantive concept: civilisations

Disciplinary concept: sources and evidence

Enquiry Question: What do all the Ancient Civilisations have in common?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>Year 3- Ancient Britain (Skara Brae), Romans (where do the civilisations studied fit in a chronological framework) Year 4- Anglo Saxons (where do the civilisations studied fit in a chronological framework) Future learning: Year 5- Baghdad and Ancient Greece Year 6- The Vikings</p>	<ul style="list-style-type: none"> Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. 	<p>Civilisation, ancient, BC, AD, CE, BCE, century, river, archaeologist,</p>	<p>Gods & Warriors 4: The Crocodile Tomb By Michelle Paver The Sacred Scarab by Gill Harvey</p>	
Year 4 Essential end point knowledge (substantive)	Year 4 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>Some lasted 1000s of years while others declined much more quickly. Where some of the earliest civilisations were based. Things they had in common as well as differences:</p> <ul style="list-style-type: none"> All studied civilisations started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time. Features that make a successful civilisation Some of the achievements of early ancient civilisations <p>Ancient Civilisations to be explored: Shang Dynasty, Ancient Sumer and Indus Valley, Ancient Egypt (briefly- as this is the depth study next half term)</p>	<ul style="list-style-type: none"> To address historically valid questions about similarity and difference, and significance. To frame Historically valid questions To show curiosity to know more about the past. To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, Produce own accounts that make some connections and describe some contrasts Discuss some of the connections between local, regional, national and international history Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' 		<p>Indus Valley, Shang Dynasty, Ancient Sumer, Ancient Egypt, location, irrigation, achievements, declined, existed</p>	<p>Timeline captions Post it answers Vote for the most significant achievement with explanation Longer writing opportunity- comparison of civilisations- paragraph on each similarity</p>

	<ul style="list-style-type: none"> • Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' • Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. 			
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Substantive concept: civilisations **Disciplinary concept: sources and evidence**
Enquiry Question: What do all the Ancient Civilisations have in common?

Learning objective	Essential knowledge end point (substantive) and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities
Lesson 1- So, was everyone an Ancient Egyptian?	<p>Essential end point knowledge (substantive): Some lasted 1000s of years while others declined much more quickly. Things they had in common as well as differences:</p> <ul style="list-style-type: none"> • All studied civilisations started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time. <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. • To address historically valid questions about similarity and difference, and significance. • Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. 	<p>So was everyone an Ancient Egyptian? What does our interactive timeline tell us? Working in groups (print 4/5 timeline activities) children are given cards indicating the time span of Ancient Egypt, Sumer, Indus Valley and Ancient China (the latter relates the Shang Dynasty to Ancient Chinese Dynasties so that it can be compared with the other three civilisations) together with more recent topics (e.g. the Anglo -Saxons, the Tudors) which they place on a timeline. This is followed by the following group discussions - what does it tell us? What questions do we have about these Ancient Civilisations and societies? So was everyone an Ancient Egyptian? Whole group reflects on timeline/ similarity and difference tasks and answers the enquiry question.</p>
Lesson 2- What else was happening in the world at the time of the Ancient Egyptians?	<p>Essential end point knowledge (substantive): Where some of the earliest civilisations were based and why.</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • To address historically valid questions about similarity and difference, and significance. • To frame Historically valid questions • To show curiosity to know more about the past. 	<p>What else was happening in the world at the time of the Ancient Egyptians? Children are provided with maps and information cards related to each of the first civilisations, together with a world map in order to answer this question. The task will enable them to compare their depth study with the other civilisations. 1. They are all on the same line of latitude (NOT the Equator – but along the line approx. 30 degrees north.) Why do they think the first cities were built along this line? What were the advantages that allowed the first civilisations to grow here? Was it just the climate? 2. What do the four Ancient Civilisations all have in common on the specific location along the 30 degrees north line of latitude? They all grew up along a river. Ask children working in groups to list what would be the advantages of building an early city along a river. Can they come up with at least five different reasons? (E.g. water for irrigating farmland to grow crops, for fishing for food, for washing, for hygienic ways of dealing with sewerage/ waste disposal, for an easier form of transport, for trade, for religious reasons etc.) 3. Ask the children to write new questions based on their new learning.</p>
Lesson 3- What would the ancient civilisations need to have in order to function as a city?	<p>Essential end point knowledge (substantive):</p> <ul style="list-style-type: none"> • Features that make a successful civilisation 	<p>What would the ancient civilisations need to have in order to function as a city? Split the class into four groups. They could move round in a carousel of activities so they get the chance to research all the four</p>

	<p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, Produce own accounts that make some connections and describe some contrasts Discuss some of the connections between local, regional, national and international history To frame Historically valid questions 	<p>ancient civilisations. Print off images and info for each group to use to investigate their civilisation. You might want to save the information texts for after they have had chance to infer from the images.</p> <p>1. They would each need to develop a uniform accepted writing script. Why would this be a necessity? Use images of Historic writing on the British museum website. Try to copy some of the script. Can they identify any repeating marks? What do they think it represents?</p> <p>2. They would also need an agreed number system. Why? Can they find out what their ancient civilisation's numbers looked like?</p> <p>3. Would you need to set up any other agreed systems in your city? What else would you need to think about? E.g. defence, laws, roads, where to build public buildings etc.</p> <p>4. Ask children to write new questions based on their new learning. Collate information on WW after lots of discussion- what do all the civilisations have in common? Are there any key differences?</p> <p>For Ancient Sumer you may want to have a couple of ipads where children can visit https://www.bbc.co.uk/programmes/p02m87rt to find out more.</p> <p>Some commonalities children may come up with: All were early civilisations that thrived near major rivers (Nile, Yellow river, Indus river, Tigris/Euphrates). They had organised religion with Gods, Goddesses and rituals, had writing systems (cuneiform, hieroglyphics, oracle bones), traded, had many achievements, were skilled craftspeople, contributed to the advancement of agriculture, had top down structures of society with clear and powerful rulers, they built the first cities, they existed alongside each other across the world,</p>
<p>Lesson 4- What was the greatest achievement of each civilisation?</p>	<p>Essential end point knowledge (substantive): Some of the achievements of early ancient civilisations</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. 	<p>What was the greatest achievement of each civilisation?</p> <p>1. Give each group some pictures of one of the civilisations, which they can investigate any clues for what they might have invented. E.g. the picture of the Ancient Sumerian chariot for the wheel, photographs of the city of Mohenjodaro, (Indus Valley) with its grid pattern of the main streets with residential blocks with access to deep wells, baths, drains, designed with pits to trap sewage, jade or silk from the Shang Dynasty and irrigation systems have an ipad at this station: https://www.youtube.com/watch?v=W0mAzYBugCc), pyramids and mummies of Egypt.</p> <p>2. Encourage the children to write new questions based on their new learning and discoveries.</p> <p>3. Ask the children to vote which of the achievements they think is the greatest – which is the most important, which we still use or influences life in cities today.</p>
<p>Lesson 5- What do all the Ancient Civilisations have in common?</p>	<p>Essential end point knowledge (substantive): Some lasted 1000s of years while others declined much more quickly. Where some of the earliest civilisations were based. Things they had in common as well as differences:</p> <ul style="list-style-type: none"> All studied civilisations started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time. Features that make a successful civilisation Some of the achievements of early ancient civilisations <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> To address historically valid questions about similarity and difference, and significance. To show curiosity to know more about the past. 	<p>Discuss the similarities across the civilisations studied. Use the comparison grid to organise information.</p> <p>Children could produce a longer writing piece based on what they have found out e.g. water source paragraph stating what water source each civilisation had and why this was useful. Etc.</p>

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