

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: LKS2 Year 3

NC/PoS: The achievements of the earliest civilisations

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 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.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130.

Prior Learning (what pupils already know and can do)

- Know what plants need to grow and materials (KS1 Science unit).
- Know the 7 continents (KS1 Geography unit).
- Know and understand vocabulary: significant and chronology.
- Know that changes and events can happen within and beyond living memory.

End Points (what pupils MUST know and remember)

- Know ancient period came after prehistoric period.
- Know early civilizations formed when people began living together in larger organized settlements and can name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty.
- Know all four civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport.
- Know the invention of a writing script was significant as humans started to record how they lived.
- Know the Egyptians believed in many gods and the afterlife.
- Know the Ancient Egyptians had social classes including the pharaoh, priests, farmers and slaves and only pharaohs and priests were mummified.
- Know how achievements have impacted life today.

Key Vocabulary

ancient, civilization, duration, settlement, trade, irrigation, waste disposal, transport, climate, cuneiform, agriculture, irrigation, pyramids, dynasty, emperor, jade, silk, Polytheistic, gods, goddesses, creation, afterlife, conflict, archaeology, interpretation, temples, tombs, pyramids, mummification, tomb, social class, pharaoh, nobles, priests, scribes, soldiers, craftsmen, farmers, slaves

Enquiry question: **What do all the ancient civilisations have in common?**

Session 1: **Chronological knowledge**

Review prior learning and build a chronological timeline of previously taught units. Recap the terms 'chronological order', 'prehistory', 'in living memory' and 'beyond living memory'.

Discuss the terms 'ancient' history and 'civilization' with the children and recap BC/ AD. Ensure children understand that sometimes the terms BCE/CE are used instead of BC/AD. Recap how when looking at events that occurred BC, the number of years counts down, but after that, the years count upwards. There is no year '0': the year 1 BC is followed immediately by AD 1.

Briefly discuss the four Early Civilisations. Demonstrate how to place an ancient civilization on a wider timeline.

Children to place all four civilizations on a timeline. Tell the children other civilizations were also growing during this time.

Discuss these questions - Which was the longest? Did they happen at the same time? Which was the shortest civilization?

Key Vocabulary: ancient, civilization, duration

Session 2: **Where were the four Early Civilisations?**

Map work- Identify all four civilizations on a world map. Can children locate the modern countries that the early civilizations were in?

- Indus Valley: Pakistan and Northern India
- Ancient Egypt: Egypt
- Ancient Sumer: Southern Iraq
- Shang Dynasty: China

Discuss the location of each settlement and reasons people would settle near a river:

- 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

Look at all the civilisations and name all the rivers that are located nearby (Link to LKS2 Rivers topic in Geography)

Look at where all civilizations are located on a map and discuss how all on the same line of latitude. Discuss the climate.

Key Vocabulary: settlement, trade, irrigation, waste disposal, transport, climate

Session 3: **What did the Ancient Sumerians achieve?**

<https://www.bbc.co.uk/bitesize/topics/z2ry3j6>

Show the children different images relating to the Ancient Sumerians (images of clothing, artifacts, writing, architecture) – What can we deduce about the Ancient Sumerians using these sources?

Explore the questions – What was life like in Ancient Sumer? What did the Ancient Sumerians achieve?

- The Ancient Sumer civilisation is the earliest known civilisation.
- It began in around 5300BC and ended around 1940BC (late Bronze Age).
- Ancient Sumer lasted from the late Neolithic period to the early Bronze Age.
- Ancient Sumer was in the southern part of a place called Mesopotami, now **called modern day Iraq**.
- Cities were formed along the River Tigris and River Euphrates.
- They used rivers to travel and to transport goods and to help grow crops.
- Cities had their own rulers and were surrounded by walls to protect from attack.
- The civilisation weakened when city rulers began fighting with each other.
- Flooding meant that crops weren't growing as well. Cities began to struggle.
- In the end, Sumer was invaded by the Elamites who came from modern-day Iran.
- Houses were made from mud bricks.

Plot the Ancient Sumer civilisation on a map alongside the main rivers (geography link to rivers unit).

Tell or investigate the achievements of Ancient Sumer:

- Cuneiform (logo-syllabic writing system)
- Number system (60-minute clock)
- The first cities
- The wheel

Key Vocabulary: civilisation, cuneiform, agriculture

Session 4: **What were the achievements of the Indus Valley?**

<https://www.bbc.co.uk/bitesize/topics/zxn3r82>

Display the timeline from session 1 of the ancient civilisations. Recap the chronology and duration of The Indus Valley. Recap the map from session 2 locating the Indus Valley.

Explore the questions – What was life like in the Indus Valley? What were the achievements of the Indus Valley?

- The Indus Valley was home to one of the world's first large civilisations.
- It began nearly 5,000 years ago in an area of modern-day Pakistan and Northern India.
- There were more than 1,400 towns and cities in the Indus Valley.
- The Indus people lived on the banks of the Indus river (plot on a map as a starter to the lesson)
- The cities were built with strong walls and gates for protection.
- The Indus Valley people did not leave great structures, like the Pyramids of Egypt or the Great Wall of China, but they did help shape the modern world.

Tell or investigate achievements of Indus Valley:

- Writing system
- Trade
- Early drainage systems (Mohenjo-Daro). Main streets had residential blocks with access to deep wells.
- Baths
- Drains designed with pits to trap sewage.

Discuss the main enquiry question. What was their greatest achievement and why? How were they similar/different to Ancient Sumer?

Key Vocabulary: city planning, river valley

Session 5: **What were the achievements of the Shang Dynasty?**

<https://www.bbc.co.uk/bitesize/topics/z39j2hv>

Display the timeline from session 1 of the ancient civilisations. Recap the chronology and duration of The Shang Dynasty. Recap the map from session 2 locating the Shang Dynasty. Discuss the term 'dynasty'.

Explore the questions – What was life like in the Shang Dynasty? What were the achievements of the Shang Dynasty?

- For 500 years, part of China was ruled by the Shang Dynasty.
- The Shang Dynasty ruled during the era 1600 - 1000 BC.
- Their land was along the Yellow River which produced fertile farms for the people (plot on a map as a starter)
- Life centred around farming, hunting and animals.
- Houses were built from mud.
- The oldest written texts tell us that by the end of the era writing was fully developed.
- There was music and astronomers looked at the planet Mars and comets.
- People did not eat rice or drink tea. They ate bread, wheat, cheese and beer.
- The Shang people had lots of gods. We know about dates, rituals, people and gods from writing on animal bones called oracle bones.

Tell or investigate achievements of Shang Dynasty:

- Writing
- The calendar
- Chariots
- Jade and bronze items.

Tell or investigate religion in The Shang Dynasty.

Discuss the main enquiry question. What was their greatest achievement and why? How were they similar/different to Ancient Sumer and The Indus Valley?

Key Vocabulary: dynasty, emperor, jade, silk

Session 6: **What did the Ancient Egyptians achieve?**

<https://www.bbc.co.uk/bitesize/topics/zq87xnb>

Display the timeline from session 1 of the ancient civilisations. Recap the chronology and duration of Ancient Egypt. Recap the map from session 2 locating the Ancient Egypt.

Explore the questions – What was life like in Ancient Egypt? What were the achievements of the Ancient Egypt?

- The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa (Locate the River Nile on a map).
- It lasted for around 3,000 years
- The ancient Egyptians were good farmers and builders.
- They made paper and invented a writing system called hieroglyphs.
- Kings and queens were called pharaohs.

Tell or investigate achievements of Ancient Egypt:

- Hieroglyphics
- Agriculture/irrigation
- Pyramids

Discuss the main enquiry question. What was their greatest achievement and why? How were they similar/different to Ancient Sumer, The Indus Valley and The Shang Dynasty?

Key Vocabulary: hieroglyphics, irrigation, pyramids

Session 7: **What did the Ancient Egyptians believe?**

Recap chronology, duration and location of Ancient Egypt.

Introduce the main Egyptian beliefs:

- Polytheistic
- Gods and goddesses
- Creation and the afterlife

Tell children or investigate the gods Ra, Osiris, Isis and Horus.

Discuss what animals can be found in Africa. Investigate the use of animals as representations including:

- Bastet and sacred cats
- Anubis and the Jackal
- The Scarab Beetle
- Sobek and crocodiles
- Tauret and hippos.

Look at wall paintings, artefacts and read some Egyptian myths. Explain that these are sources – something that has survived from the past that help historians learn about the Ancient Egyptian civilisation.

Key Vocabulary: Polytheistic, gods, goddesses, creation, afterlife

Session 8: **Who were the leaders in Ancient Egypt?**

Explore social classes in Ancient Egypt and focus on the role of the Pharaoh:

- Pharaohs were both the heads of state and the religious leaders of their people.
- Many were from ruling families (like the monarchy) but not all.
- The pharaoh made laws, waged war, collected taxes, and oversaw all the land in Egypt.

Investigate prominent Pharaohs:

- Khufu (builder of Pyramid of Giza)
- Tutankhamun (killed in conflict, his tomb was discovered almost intact and full of treasures in 1922)
- Ramses II (ruled for 67 years).
- Cleopatra VII (last leader of Ancient Egypt).

Explain how pharaohs led their armies and took land in conflicts from other civilizations known as the Nubians (now northern Sudan and southern Egypt).

Investigate the Nubian pharaoh Piye.

Key Vocabulary: pharaoh, conflict

Session 9: **Why did the Egyptians build pyramids?**

Discuss how historians use archaeology when interpreting the past.

Discuss how we know so much about Ancient Egypt because of the Rosetta Stone, alongside the artifacts and buildings left behind from this ancient civilisation.

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr7qy9q#zwjhhcw>

Tell or investigate what the Ancient Egyptians believed about death and what happened after you died:

- Ancient Egyptians believed that there was a place they went to when they died called the *Duat*. We translate this word as 'underworld' or 'afterlife'.
- Ancient Egyptians are famous for practising mummification.
- The Ancient Egyptians would mummify people so their body was preserved and could exist after death. Therefore, they made sure to preserve their bodies to make sure they didn't decompose. The vital organs were stored in decorative canopic jars.
- To get to the afterlife, a deceased person's spirit had to travel on a long and challenging journey.
- In the Underworld, a person would be judged and have their heart weighed. The Goddess Ma'at (Goddess of truth, justice, harmony, and balance) would weigh their heart on a scale against a feather. When a person did good deeds during life, their heart would get lighter, and bad deeds would make a heart heavy. Only those with light hearts were permitted to carry on to the afterlife.
- <https://www.bbc.co.uk/teach/class-clips-video/articles/zvphf4j>

Recap social classes in Ancient Egypt and investigate if all classes were mummified (explore the role of priests).

Explore why pyramids were built (as tombs) and look at tombs of the pharaohs including Tutankhamen. Look at the role and significance of The Valley of the Kings.

Key Vocabulary: archaeology, interpretation, temples, tombs, pyramids, mummification, tomb, social class, pharaoh, nobles, priests, scribes, soldiers, craftsmen, farmers, slaves

Session 10: **How have the 4 civilisations impacted our lives today?**

Complete a comparison study of the similarities and differences of 4 ancient civilisations. This could include:

- Where the civilisations were located
- Beginning/end/duration
- Rivers
- Agriculture
- Achievements/greatest achievements

Know achievements such as;

First cities, writing and the wheel (Ancient Sumer),

Towns, trade, early drainage systems (Indus Valley)

Irrigation, pyramids, hieroglyphics (Ancient Egypt)

Writing, the calendar, chariots (Shang Dynasty)

Discuss - How have these civilisations impacted our lives today?

Future learning this content supports:

- Mayans LKS2
- Ancient Greece UKS2