

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: Phase 2, Year B, Unit 2

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 – Phase 1 Science unit
- Know the 7 continents – Phase 2 Year A 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

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

### Session 1: Chronological knowledge

Review prior learning and place chronology of units already learnt discussing 'within' and 'beyond living memory'

Discuss vocabulary 'ancient' history and 'civilization' with the children and teach them about BC/ AD. Demonstrate how to place an ancient civilization on a wider the timeline. Children to place all four civilizations on a timeline. Tell the children other civilizations were also growing during this time.

Which was the longest? Did they happen at the same time? Which was the shortest civilization?

Vocab: ancient, civilization, duration

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

Map work- local 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 where all civilizations are located on a map and discuss how all on the same line of latitude. Discuss the climate.

Vocab: settlement, trade, irrigation, waste disposal, transport, climate

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

- Ancient Sumer civilisation began in around 5300BC and ended around 1940BC.
- Ancient Sumer lasted from the late Neolithic period to the early Bronze Age.
- 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

Ancient Sumer was in the southern part of a place called Mesopotami, now **called modern day Iraq**. Cities were along the rivers Tigris **and** Euphrates. Plot on a map (geography link to rivers unit)

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.

Tell or investigate achievements of Ancient Sumer: cuneiform, number system (60 minute clock) , first cities, the wheel

Vocab: cuneiform, agriculture

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

Recap duration of The Indus Valley and where it was

- 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)
- 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) with main streets with 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 was it similar/different to Ancient Sumer and Ancient Egypt?

Vocab: city planning, river valley

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

Recap duration of The Shang Dynasty and where it was

- For 500 years, part of China was ruled by the Shang dynasty during the era 1600 - 1000 BC.
- Their land was along the Yellow River which produced fertile farms for the people
- Life centred around farming, hunting and animals. Houses were built from mud.
- The oldest written texts tell us that by the end, 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 was it similar/different to Ancient Sumer, Ancient Egypt and The Indus Valley?

Vocab: dynasty, emperor, jade, silk

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

Recap duration of Ancient Egypt and where it was

- The ancient Egyptian civilisation began 5,000 years ago when people started building villages **next** to the River Nile in north-east Africa. It lasted for around 3,000 years (Locate river on a map)
- 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: hieroglyphic, agriculture/irrigation, pyramids. Discuss the main enquiry question. What was their greatest achievement and why? How was it similar/different to Ancient Sumer?

Vocab: hieroglyphics, irrigation, pyramids

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

Recap duration and where Ancient Egypt was

Introduction to what Egyptians believed. Polytheistic, gods, goddesses, creation and the afterlife

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

Discuss what animals can be found in Africa

Investigation into use of animals as representation including Bastet and sacred cats. Anubis and the Jackal, The scarab Beetle, Sobek and crocodiles, Tauret and hippos.

Look at wall paintings, artifacts, read myths and explain that these are sources – something that has survived from the past.

Vocab: 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. Tell the children that 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), Ramses II (ruled for 67 years), Cleopatra VII (last leader of Ancient Egypt).

Tell the children the pharaohs lead 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

Vocab: pharaoh, conflict

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

Discuss how historians use archaeology when interpreting the past.

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

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 tomb of the pharaohs including Tutankhamen.

Look at The Valley of the Kings

Vocab: 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 comparison study. This could include where the civilisations were located, what did they have in common: rivers, agriculture begin/end/duration, 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)

How have they impacted our lives today?

Future learning this content supports:

- Mayans Phase 2
- Ancient Greece Phase 3