



Subject: History	Unit Title: Ancient Civilisations	Year Group: 3	Half-Term: 5/6
<p>National Curriculum Links: <i>(Link to TT statements)</i></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Learn about 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>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>			
<p>Precise Knowledge:</p> <p>A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion.</p> <p>Pharaohs ruled over ancient Egypt with absolute power. The ancient Egyptians believed that the pharaoh was the earthly representative of the gods.</p> <p>The most well-known pharaoh is Tutankhamun. His tomb was discovered in the Valley of the Kings by Howard Carter in 1922.</p> <p>There were three main ancient civilisations: Sumerians, Egyptians and Indus Valley.</p>		<p>Precise Skills:</p> <ul style="list-style-type: none"> - Explain how artefacts provide evidence of everyday life in the past. - Use more complex historical terms to explain and present historical information. - Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. - Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them - Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them 	

<p>The ancient Sumerians, ancient Egyptians and Indus Valley civilisation all developed next to rivers, which they used to provide water and transport. They all made good use of the fertile land for growing crops.</p>	<ul style="list-style-type: none"> - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. - Describe the hierarchy and different roles in ancient civilisations. - Explain in detail the multiple causes and effects of significant events. - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. - Describe the hierarchy and different roles in ancient civilisations. - Construct a profile of a significant leader using a range of historical sources. - Describe the hierarchy and different roles in ancient civilisations. - Compare and contrast two civilisations.
---	---

Possible Misconceptions:

Key Vocabulary	Tier 1 <i>(everyday, commonly used)</i>	Tier 2 <i>(academic, across topics and content)</i>	Tier 3 <i>(subject specific)</i>
	Afterlife ancient Egypt empire emperor drought civilisation	Archaeologist Archaeology Astronomy Artefact Famine city state	ancient Sumer cuneiform hieroglyph Indus Valley mummification

Prior Learning:

Future Learning:

Linked Texts: <i>Steps to Read –</i>	LOTC Opportunities:	Potential Visits/Visitors	Education for a Connected World: <i>(Online safety etc)</i>
--	----------------------------	----------------------------------	---

Lesson Objective /Outcome Know/Show	Metacognition and Self-Regulated Learning		Questioning	Personal Development Connections
	Prior Knowledge	Instruction		
Lesson 1	Archaeological finds are important because they can tell us about the materials used at the time, the skill of	Ask the children the meaning of the terms, archaeology and archaeologist. Encourage them to give examples of archaeological		<i>(Highlight and annotate where appropriate)</i>

<p>Explain how artefacts provide evidence of everyday life in the past.</p>	<p>the craftworkers and the owners of the objects. They also provide evidence of everyday life in the past, including leisure activities, work, fashion, religious belief, writing, trade and conflict.</p> <p>The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.</p>	<p>finds from previous projects and explain why such discoveries are essential to understand the past. Explain that they will study a selection of artefacts from either ancient Sumer or ancient Egypt. Organise the children into teams and give each group a set of Archaeological finds picture cards from either ancient Sumer or ancient Egypt. Challenge the children to investigate the pictures, working together to deduce information from each artefact and recording their ideas on the relevant Archaeological finds recording sheet. Invite the children to share and compare their ideas then encourage them to read the Archaeological finds information sheet to find out more. At the end of the session, gather the children together to discuss their findings. Encourage them to explain what the objects have started to tell them about life in the civilisations and any similarities or differences they have noticed between the objects.</p>	<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 2 Use more complex historical terms to explain and present historical information.</p>	<p>Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.</p> <p>Historical terms include abstract nouns, such as invasion and monarchy.</p>	<p>Ask the children if they have heard of the term civilisation. Take their ideas about the meaning of the word and then play the Civilisations video. Encourage them to listen to the features of a civilisation and then record their learning on the Civilisation recording sheet. As they work, encourage the children to add new and useful topic words and phrases to the glossary, including social hierarchy, infrastructure and organised religion. At the end of the session, explain that the children will be studying these different features of the very first civilisations.</p>	<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

<p>Lesson 3</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p>	<p>The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>Ancient Sumer was the first civilisation in the world. It developed in the Fertile Crescent in Mesopotamia, c4500 BC, on the banks of the Tigris and Euphrates rivers. Nomads settled on the banks because the land was rich in nutrients and there was plenty of water. People started to farm the land and created inventions, such as the plough, the wheel and irrigation, to make work more productive and life easier. As the populations grew, city states, trade and writing developed.</p>	<p>Display the Ancient civilisations map and timeline diagram on an interactive whiteboard or similar. Encourage the children to navigate the map to understand the location of ancient Sumer and explore the timeline to understand the dates and duration of the Sumerian civilisation. Use The rise of ancient Sumer presentation to teach the children how and why the ancient civilisation of Sumer grew, including the geography of the area, such as the Fertile Crescent, rivers and floodplains. After working through the presentation, allow the children time to ask and answer questions before reporting on their findings by completing The rise of ancient Sumer writing frame. Encourage the children to revisit the presentation to complete their report. Ask the children to share their report with a partner and use the discussion and feedback to make adaptations and additions to their work.</p>	<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 4</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p>	<p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. Farmers also developed new techniques and tools, which allowed them to produce surplus food. There was enough food to feed the growing population, and surplus food to feed</p>	<p>Explain to the children that they will answer the enquiry question, 'How did food, farming and nutrition help ancient Sumer to grow and develop?' Ask the children to watch the Farming in ancient Sumer video and discuss the information in relation to the enquiry question. Encourage the children to think about how farming changed ancient Sumer over time and the impact of farming on other aspects of life, such as arts, crafts, building and population size. Ask the children to use the information and the ideas raised during the discussion to write an answer to the enquiry question. Encourage them to share their work with a partner.</p>	<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	specialised workers. Food was also traded with other city states.			
<p>Lesson 5 Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p>	<p>Life changed when new technologies and tools were invented, because they made work quicker and easier and improved everyday life. Sumerian inventions include the wheel, the plough, cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing.</p> <p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p>	<p>Explain that as their civilisation grew and developed, the Sumerians developed new inventions and technology to make life more comfortable and work more efficient. Introduce and discuss the enquiry question 'How did significant Sumerian inventions change the way people lived?' Ask the children to study the Sumerian inventions picture cards. Encourage them to try to name each invention, describe what it is made from, say how they think it works and discuss how it might have changed the lives of the ancient Sumerians. Ask the children to match the Sumerian inventions sorting cards to the picture cards to learn more about each invention then encourage them to complete the Sumerian inventions recording sheet. Ask the children to share their answers at the end of the session then discuss the concluding question, 'Are these Sumerian inventions still making life and work more comfortable and efficient in the world today?'</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 6 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding streets, ports for transport and trade and a range of public buildings. Houses for the wealthy were in the centre of the cities, and homes for</p>	<p>Introduce the enquiry question, 'If you lived in a Sumerian city state, what would you see, hear, taste, touch and smell?' Explain to the children that they will need to collect evidence to help them write a detailed answer. Ask the children to read the Sumerian cities information sheet to help them gather information, then encourage them to write an answer to the enquiry question using the paragraphs and subheadings on the Sumerian cities recording sheet to organise their work.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>the poor were at the edges. Thousands of people lived in and around the cities. People worshipped at temples built on mudbrick platforms called ziggurats, and had a variety of specialist jobs. Farmers worked outside the city, and surplus food was stored in granaries inside the city walls or given as religious sacrifices.</p>			
<p>Lesson 7 Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>The king or <i>lugal</i> was at the top of the ancient Sumerian hierarchy. He made laws, led the army and ordered taxes to be paid. Priests and priestesses were next. They were powerful and told people how to behave to please the gods. The upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. The lower classes were craftspeople, farmers and other workers. Slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes.</p>	<p>Ask the children to listen to the Hierarchy in ancient Sumer podcast audio, and provide copies of the Hierarchy in ancient Sumer podcast audio transcript for the children to follow if needed. After listening, share the Ancient Sumer hierarchy diagram and talk about the structure of society, including people's different roles. Ask questions such as, 'Why do you think there was a king at the top of the hierarchy? Why did the priests have so much power? Why do you think there were slaves at the bottom of the hierarchy? Were slaves important? How did the king rely on the people lower down the hierarchy? Does this hierarchy seem odd to you today? Why?' Ask the children to identify and describe the roles in society that are depicted on the Ancient Sumer hierarchy recording sheet. Ask the children to share their work with others at the end of the session.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 8 Explain in detail the multiple causes and effects of significant events.</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such</p>	<p>Share The legend of Sargon the Great audio, and provide copies of The legend of Sargon the Great audio transcript for the children to follow as they listen if needed. After listening, talk about the legend of Sargon the Great, exploring the causes and effects of his</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Sargon the Great overthrew the king of Akkad and took the throne. He admired Akkad's neighbour, ancient Sumer, because it was an advanced society and he wanted to rule it himself. At this time, the kingdom of Sumer was very divided, especially between the rich and poor. King Sargon sided with the poor, gathered a strong army and took control of Sumer c2334 BC. He united the country by tearing down defensive walls, forcing everybody to speak the same language, bringing order and justice and protecting the weak. Trade, the army and the arts flourished.</p>	<p>actions and the way he gained and kept power over the first empire in history. Encourage the children to complete the Sargon the Great recording sheet, then use the Sargon the Great answer sheet to help them mark their work. Lead a discussion on the final question, 'Was Sargon the Great a successful ruler?', asking them to justify their opinions with information from the lesson.</p>		
<p>Lesson 9 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. The Egyptians used the water to cook, clean and irrigate crops, and also as a food source. Cities developed over time, and some were home to around 250,000</p>	<p>Revisit the Ancient civilisations map and timeline diagram to discover the location and chronology of ancient Egypt. Give each child an Ancient Egyptian civilisation information pack. Ask the children to study the information and images provided and discuss the research questions with a partner before writing their answers. After completing the pack, discuss and mark the answers as a class. At the end of the session, ask 'What do you know about the ancient Egyptians that you didn't know before? and</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>people. Trade, crafts and food production flourished. Architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh. Art developed and was used to decorate objects and tombs.</p>	<p>‘Do you think the ancient Egyptian civilisation were similar or different to ancient Sumer?’</p>		
<p>Lesson 10 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Egyptian cities grew over time and were surrounded by high walls. Small roads radiated off a main road that ran through the centre. Religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city. Thousands of people lived in the cities. Wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with garden and pools. Poorer people lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on farms outside. Arts and leisure were important, and the ancient Egyptians enjoyed music, dancing and playing games.</p>	<p>Show the children the Everyday life in ancient Egyptian cities presentation. After listening to the narration, provide the children with the Everyday life in ancient Egyptian cities picture cards. Explain that the images are taken from Egyptian scrolls, wall paintings, drawings and tombs. Ask the children to study the images and make notes on the Everyday life in ancient Egyptian cities recording sheet. After note making, invite the children to discuss their thoughts and ideas, comparing their deductions. Use the Everyday life in ancient Egyptian cities teacher information to provide more information. During the discussion, allow the children to amend their recording sheet to add further detail.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 11 Describe the hierarchy and different roles in ancient civilisations.</p>	<p>The pharaoh was at the top of the hierarchy and had absolute power. The vizier ensured that the pharaoh’s orders were carried out. Priests</p>	<p>Share the enquiry question ‘How similar was the hierarchy of ancient Egypt to the hierarchy of ancient Sumer?’ Revisit the Ancient Sumer hierarchy diagram, then</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV</p>

	<p>performed rituals to keep the gods happy. Scribes and soldiers kept government records and supervised building projects. Skilled craftspeople made objects, including pottery and jewellery, to serve the pharaoh or to trade. Peasant farmers grew crops and worked as builders for the pharaoh. Slaves, who were prisoners of war or criminals, were at the bottom of the hierarchy and were forced to work for the pharaohs or nobles.</p> <p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p>	<p>ask the children to complete an A3 copy of the Ancient Egypt hierarchy recording sheet using the Ancient Egypt hierarchy cut outs. Use the Ancient Egypt hierarchy diagram to help the children check their work. Encourage the children to compare both hierarchy diagrams and use the information gathered to answer the enquiry question in their books. At the end of the session, ask the children to share their answers as a class.</p>		<p>EDI</p>
<p>Lesson 12 Construct a profile of a significant leader using a range of historical sources.</p>	<p>A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as <i>maat</i>, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the <i>uraeus</i>, or cobra, false beard, crook and flail to show their power.</p>	<p>Remind the children of the hierarchy of ancient Egypt and explain that they are going to find out more about the role of a pharaoh. Ask the children to listen to the Pharaohs of Egypt podcast audio, and provide copies of the Pharaohs of Egypt podcast audio transcript for the children to follow as they listen if needed. After listening, discuss the role of the pharaoh, encouraging the children to use the historical vocabulary included in the podcast, such as deity, ankh and <i>maat</i>. After the discussion, ask them to complete the Pharaoh's job description recording sheet using the information from the podcast and other sources of evidence to help. At the end of the session, ask the</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	children to share their job descriptions with others.		
<p>Lesson 13 Describe the hierarchy and different roles in ancient civilisations.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p>	<p>Read the Tutankhamun's treasures newspaper report fiction text together to learn about Howard Carter's discovery. Discuss the content of the report, then ask the children to study the Tutankhamun's treasures pictures cards just as Howard Carter did. Encourage them to analyse each picture, using the Tutankhamun's treasures recording sheet to make notes. At the end of the session, encourage them to listen to the Howard Carter audio. A Howard Carter audio transcript is also provided if needed. Use these to see if their research led them to the same conclusions as Howard Carter. Encourage the children to make notes of useful or interesting information on their recording sheets.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 14 Compare and contrast two civilisations.</p>	<p>Ancient Sumer and ancient Egypt shared many similarities. They both developed on the banks of rivers where the land was made fertile by flood water. They both invented new technologies to make work easier and improve everyday life. They both had a writing system, trade links with other countries and worshipped a range of gods. People lived in large cities and had a range of specialised jobs. However, there were differences. Temples and tombs were built differently, and the ancient</p>	<p>Ask the children to recap the features of a civilisation, using the Civilisations video if necessary. Explain that they are now going to compare and contrast the two civilisations they have studied to see if they share any similarities and differences. Ask the children to complete the Comparing civilisations recording sheet using group discussion and completed work for information. Discuss any similarities and differences as a class and encourage the children to add any new ideas and conclusions that they learn from others. You can also use the Comparing civilisations answer sheet to guide the discussion. At the</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>Egyptians used art and sculpture more widely to commemorate pharaohs and decorate tombs. Ancient Sumer had few natural resources, so relied on trade to provide the materials that they needed, whereas ancient Egypt had an abundance of natural resources.</p> <p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p>	<p>end of the session, ask 'Why do you think there are similarities and differences between the ancient Sumer and the ancient Egyptian civilisations?' Encourage them to think about location, proximity to each other, trade, the needs of the people, the natural resources available and the fact that both civilisations coexisted, to aid their thinking.</p>		
--	---	--	--	--

End of Unit Assessment

Essay	<p><i>(Provide the Assessment that will be used for the end of unit assessment – it may be a mix of the examples down the left-hand side – consider the age-range of the children)</i></p>
Double-Page Spread	
End Outcome	
Clozed Passage	