

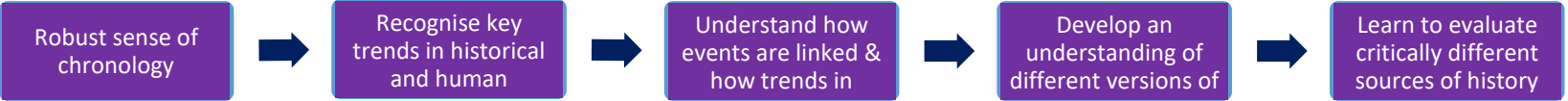
High Bickington Church of England Primary Academy History: Lost Civilisations



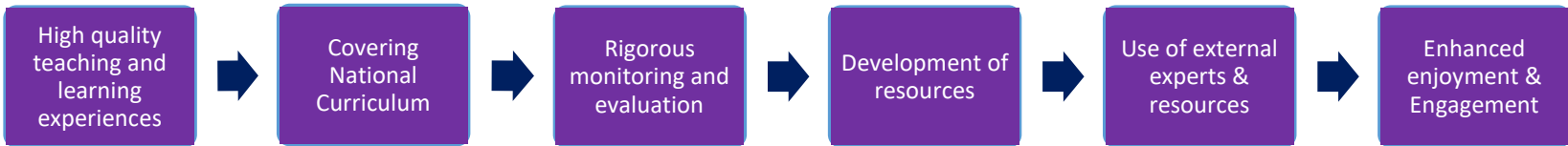
History

Vision
History plays a crucial role in helping students understand their own identity and sense of place.
The school seeks to provide important skills and knowledge for children to grasp the importance of a sense of time.

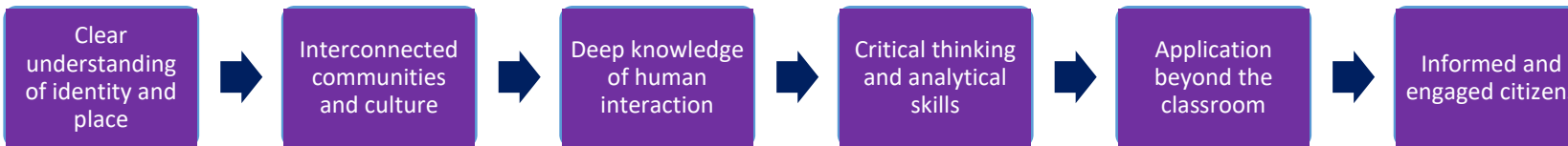
Intent



Implementation



Impact



Substantive Knowledge and Disciplinary Knowledge
From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology

| | | | | | |
|----------------|--|--|--|--|---|
| Time | 225 – 66 million years ago | 10,000 BC – 4,000 BC | 3,100 BC – 332 BC | 1,600 BC – 1,046 BC | 1,100 BC -146 BC |
| Period | Dinosaurs alive in pre-history | Stone Age | Ancient Egypt | Shang Dynasty | Ancient Greece |
| Event | 230 million years ago -dinosaurs appear 66 million years ago – dinosaurs become extinct | 3,100 BC - Skara Brae 2,500 BC - Stonehenge built | 2,500 BC - Pyramids built | 1600 BC - Shang begins 206 BC - Han expands the Silk Road | 776 BC - Olympics 507BC - democracy in Athens |
| Lives | Mary Anning. Richard Owen. Jack Horner. | Cheddar Man. Amesbury Archer. Lindow Man. | King Narmer. Hatshepsut. Akhenaten. Tutankhamun. Rames II. Cleopatra VII. | Fu Hao. Qin Shi Huang. Confucius. | Socrates (470-399BC). Alexander the Great (356-323BC). |
| Encountered in | Y1/2 | Y3/4 | Y3/4 | Y5/6 | Y5/6 |

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|----------------|---|---|---|---|----------------------------------|
| Time | 753 BC – 476 AD | 750 BC – 900 AD | 410 AD – 1066 AD | 789 AD – 1066 AD | 1066 - 1348 |
| Period | Roman Republic & Empire | Mayan Civilisation | Saxons | Vikings | Norman – Medieval Britain |
| Event | 227BC - founding of Roman Empire 43BC - Emperor Claudius invades England & Wales 410 - Romans leave | 300BC - Maya writing 250 - Mayan civilisation at peak 900 - Decline | 500 - Battle of Mount Badon 537 - Battle of Camlann 878 - Battle of Edington 1066 - Battle of Hastings | 793 - Raid on Lindisfarne 866 - Capture of York (York) 1066 - Battle of Stamford Bridge | 1066 - Battle of Hastings |
| Lives | Augustus / Julius Caesar. Claudius. Boudicca. | K'inich Janaab' Pakal. Lady Six Sky. | King Alfred. St Bede. King Harold. | King Guthrum. Leif Erikson. | William of Normandy. |
| Encountered in | Y3/4 | Y5/6 | Y3/4 | Y3/4 | Y1/2 |

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|----------------|---|--|--|---|---|
| Time | 1348 -1485 | 1485 - 1603 | 1603 - 1714 | 1500 - 1807 | 1760 - 1840 |
| Period | Medieval Britain | Tudors | Stuarts | Maafa - Atlantic Slave Trade | Industrial Revolution |
| Event | 1348 - Black Death 1381 - Peasants' Revolt | 1485 - Battle of Bosworth end of Wars of the Roses 1534 - Establishment of CofE 1547 - Henry VIII dies | 1665 - Great Plague 1666 - Great Fire of London | 1441 - Portugal begins slave trade 1883 - End of slavery in British Empire | c1760 - IR beginning |
| Lives | Richard II. Henry V. Richard III. | Henry VIII. Anne Boleyn. Thomas Cromwell. | King Charles II. Thomas Farrinor. | John Wesley. William Wilberforce. Olaudah Equiano. | George Stephenson IK Brunel. |
| Encountered in | Y5/6 | Y5/6 | Y1/2 | Y5/6 | Y5/6 |

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|----------------|---|--|-------------------------------------|---|
| Time | 1837 - 1901 | 1898 - 1926 | 1914 - 1945 | 1945 - Present |
| Period | Victorians | Heroic Age of Antarctic Exploration | World Wars | Modern Age |
| Event | 1851 Great Exhibition 1870 Education Act | 1914-17 - Imperial Transantarctic Expedition | Armistice 11.11.1914 WW2 1939-45 | The Space Race 20.7.1969 Moon Landings |
| Lives | Samuel Wilderspin. Joseph Paxton. Prince Albert. | Sir Ernest Shackleton RF Scott | Winston S Churchill | Neil Armstrong |
| Encountered in | Y1/2 and Y5/6 | Y1/2 and Y5/6 | Y5/6 | Y1/2 and Y5/6 |



Lost Civilisations (Egypt)

Subject: History

Year: 3 and 4

Term: Summer 1

National Curriculum Objectives

Key Objectives:

- **Year 4** 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.
- **Year 4** Aims Breadth Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- **Year 4** Aims Breadth 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.
- **Year 4** Aims Breadth 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.
- **Year 4** Aims Breadth 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

Key Questions

Key questions:

What is a civilisation? What was the rise of Ancient Sumer? Do you think ancient Egyptian civilisation were similar or different to ancient Sumer? What was life like in ancient Egypt? How was life different depending on which hierarchy you were in? Who was Howard Carter and what did he discover?

Curriculum coherence

Building Learning Power: Prior Learning

During the Autumn term, students explored Ancient Rome, focusing on social structures, daily life, and innovations through interactive and visual activities. This foundational learning connects seamlessly with the current study of ancient civilisations like Sumer and Egypt.

Activities from the Roman unit, such as creating posters and using timelines to discuss key figures like Boudicca, developed skills in organizing historical information visually and temporally. These skills are now applied as students engage with timelines and visual presentations in the "Civilisation Showcase" for Sumer and Egypt.

The exploration of Roman life, from gladiators to children, parallels investigations into Sumerian and Egyptian lifestyles. This enhances students' comparative perspectives, helping them understand how geography, technology, and social hierarchies uniquely shaped each civilisation.

Although the Roman unit lacked a formal end-of-unit assessment, its activities allowed for informal assessments. Incorporating a structured assessment in the current unit, such as the showcase, will formalise the learning process and provide clear progress benchmarks. This builds on previous learning methods and offers a more comprehensive educational experience.

This approach not only deepens understanding but also enhances retention of historical concepts, fostering a deeper appreciation of ancient civilisations' complexities.

Building Futures: Future Learning

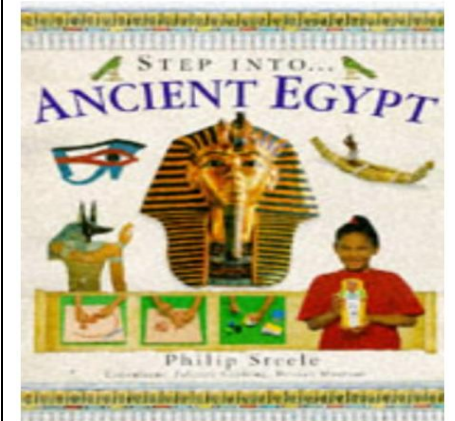
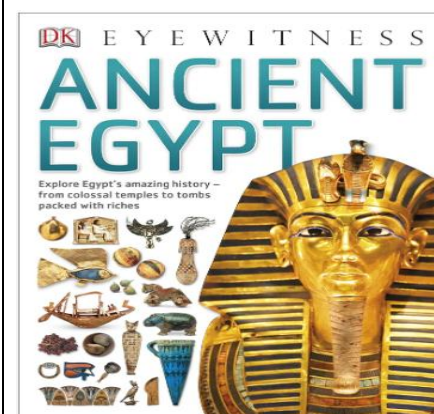
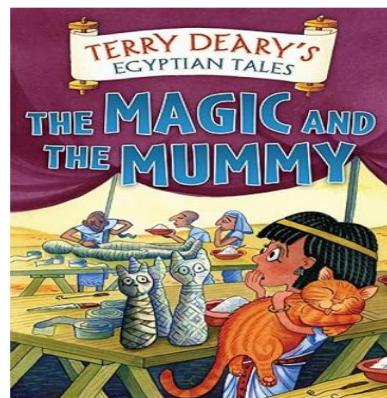
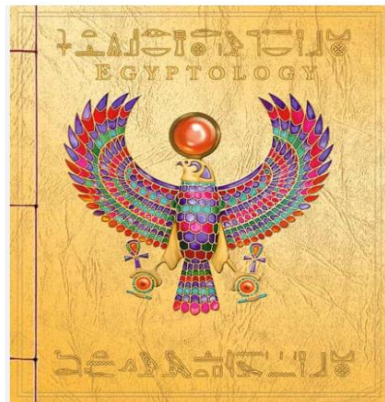
As Year 3 students advance to Year 4, their foundational knowledge from studying ancient civilizations like Sumer and Egypt will enhance their understanding of the Anglo-Saxon, Scots, and Viking periods in Britain. They will explore the complexities of invasions and settlements, leveraging their previous learning about societal structures and cultural dynamics. This will also aid in their study of changes in Britain from the Stone Age to the Iron Age, providing a context for technological and societal evolution.

The current Year 4 students, on the other hand, will deepen their historical insight into medieval and Tudor England next year. Their previous studies on governance, society, and technological advancements will enrich their comprehension of 14th-century England and the Tudor dynasty. As they progress to Year 6, their curriculum will include Victorian times, the World Wars, and ancient China, focusing on the Shang Dynasty. The skills they've developed in understanding empire, innovation, and societal changes will equip them to critically assess historical patterns and the influence of significant events and figures.

This progression in historical studies not only builds a robust chronological understanding but also enhances critical thinking, connecting past and present civilizations to broader historical themes and developments.

Vocabulary: Civilisation, Sumer, Pharaoh, Ziggurat, Hieroglyphics, Cuneiform, Pyramid, Fertile Crescent, Irrigation, Nomad, Empire, Artisan, Chariot, Papyrus, Dynasty, Mummification.

High Quality Texts



Development of Knowledge

| Lesson | Content | Substantive knowledge | Disciplinary knowledge |
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| Lesson 1 | <p>Elicitation task: What is a civilisation? What features do civilised societies have?</p> <p>Ask the children if they have heard of the term civilisation.</p> <p>Take their ideas about the meaning of the word and then play the Civilisations video.</p> | <ul style="list-style-type: none"> The definition of a civilisation. Features of civilised societies, such as art, cities, culture, hierarchy, infrastructure, inventions, religion, trade, and writing. | <p>Historical Inquiry and Reasoning:</p> <p>Defining Concepts: Students explore and define the concept of civilisation, learning to articulate historical ideas.</p> |

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| | <p>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.</p> <p>At the end of the session, explain that the children will be studying these different features of the very first civilisations.</p> <p>Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</p> <p>Adaptation for SEND: <i>For children who might struggle with auditory processing or attention, provide a printed transcript of the video along with highlighted key terms. For children with visual impairments, ensure that the video is described verbally or offer tactile resources that represent features of a civilisation like models or textured diagrams. Using visual schedules and step-by-step checklists can help keep all children on track.</i></p> | <ul style="list-style-type: none"> • Key terms related to the study of civilisations, such as social hierarchy, infrastructure, organised religion, and others that will be added to the glossary. | <p>Interpretation of Historical Changes: Features of Civilisations: Identify and discuss the key features that define various civilisations, understanding their complexities. Use of Historical Evidence: Note-taking and Vocabulary: Students record information and build a glossary, engaging with historical evidence through documentation.</p> <p>Critical Thinking and Analysis: Synthesising Information: Analyse and synthesise features of civilisations from the video, enhancing understanding through critical discussion.</p> |
| <p>Lesson 2</p> | <p>Recap on Prior Learning (10mins): Reinforce the students' understanding of what constitutes a civilisation and to revisit key terms and concepts discussed in the previous lesson.</p> <p>Quick Review (2 minutes): Ask a few rapid-fire questions to the class to stimulate recall, such as "Can anyone remind us what a civilisation is?" or "What is one key feature of a civilisation we discussed?"</p> <p>Flashcard Quiz (5 minutes): Prepare flashcards that have key terms on one side (e.g., art, city, culture, hierarchy, infrastructure, invention, religion, trade, writing). Show each card to the class and ask for volunteers to quickly explain how each term relates to a civilisation. If time allows, students can give examples of each from the video they watched.</p> <p>Glossary Recall (3 minutes):</p> | <p>Geographical Context: Children know that ancient Sumer was located in Mesopotamia, within the Fertile Crescent, now Iraq.</p> <p>Agricultural Development: Children understand that fertile soil from river silt supported Sumer's agriculture and civilisation growth.</p> <p>Settlement and Society: Children learn about the transition from nomadic life to permanent settlements due to abundant resources.</p> | <p>Map and Timeline Analysis: Children navigate maps and timelines to relate Sumer's geography to its historical development.</p> <p>Multimedia Engagement: Children engage with presentations to understand the rise of Sumer, focusing on geographic and societal factors.</p> <p>Inquiry and Communication: Children ask and answer questions, use writing frames to report findings, and share with peers to refine understanding.</p> |

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| | <p>Challenge students to recall any new words they added to their glossary in the previous lesson. This could be done by asking for volunteers or calling on students randomly, encouraging quick responses to keep the pace lively.</p> <p><u>What was the rise of Ancient Sumer?</u> Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.</p> <p>Display the Ancient civilisations map and timeline diagram on an interactive whiteboard or similar.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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><i>Adaptation for SEND: Use clear, large print flashcards with high-contrast colours for visual clarity. For children with auditory processing needs or who benefit from repetition, offer opportunities to review the flashcards in small groups or one-on-one settings. To ensure inclusivity, incorporate technology like interactive whiteboards where children can physically move terms and definitions to match, which can be helpful for kinaesthetic learners.</i></p> | <p>Technological Innovations: Children know about Sumerian inventions like ploughs, potter's wheels, and cuneiform writing.</p> <p>Cities and Empire Formation: Children learn how communities evolved into city-states and the formation of the world's first empire by Sargon of Akkad.</p> | |
| <p>Lesson 3</p> | <p><u>Recap on Prior Learning (10mins):</u> Revisit the Ancient civilisations map and timeline diagram to discover the location and chronology of ancient Egypt.</p> <p>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.</p> | <p>Geography and Agriculture: Children know that ancient Egyptian civilisation flourished along the Nile River from c3100 BC to 30 BC due to the fertile soil in the floodplains.</p> | <p>Analysing Visual Sources: Children can analyse historical images taken from Egyptian scrolls, wall paintings, and tomb drawings, making notes on their observations regarding housing, jobs, and social activities.</p> |

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| | <p>After completing the pack, discuss and mark the answers as a class</p> <p>What was life like in ancient Egypt? Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</p> <p>Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.</p> <p>Show the children the Everyday life in ancient Egyptian cities presentation.</p> <p>After listening to the narration, provide the children with the Everyday life in ancient Egyptian cities picture cards.</p> <p>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.</p> <p>After note making, invite the children to discuss their thoughts and ideas, comparing their deductions.</p> <p>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>Adaptation for SEND: <i>Create an interactive and tactile map of Ancient Sumer to enhance understanding through physical touch for those who might struggle with abstract concepts. Break down the presentation into shorter segments with frequent breaks or interactive discussions to maintain engagement. Provide simplified, bullet-pointed handouts that outline the main points of the presentation to help with focus and retention.</i></p> | <p>Social Structures: Children understand that ancient Egyptians lived in different types of housing based on their social status: wealthy people in houses with gardens and pools, enjoying leisure activities, while poorer people lived in small, flat-roofed houses and worked specialised jobs or on farms.</p> <p>Cultural Practices: Children learn about various leisure and work activities of ancient Egyptians, from festivals and games for all classes to specific jobs like farming, metalworking, and religious duties depicted in historical art sources.</p> | <p>Critical Thinking and Discussion: Children engage in discussions to compare their observations about ancient Egyptian life, using additional information from the teacher to refine their understanding.</p> <p>Note Revision and Detail Enhancement: Children practise amending their notes to incorporate more detailed insights based on group discussions and teacher inputs, honing their ability to synthesise information.</p> |
| <p>Lesson 4</p> | <p>Recap on Prior Learning (10mins): Revisit the Ancient civilisations map and timeline diagram to discover the location and chronology of ancient Egypt.</p> | <p>Nile River Uses: Children know that the ancient Egyptians used the Nile for drinking, cleaning, transport, farming, and as a food source, developing irrigation</p> | <p>Text and Image Analysis: Children can examine and discuss information and images to better understand ancient Egyptian society.</p> |

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| | <p>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.</p> <p>After completing the pack, discuss and mark the answers as a class.</p> <p><u>Compare ancient Egyptian civilisation with ancient Sumer</u> Use what we have learned about ancient Sumer and ancient Egypt to discuss what was the same and what was different.</p> <p>'Why do you think there are similarities and differences between the ancient Sumer and the ancient Egyptian civilisations?' Encourage children 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> <p>Task: Venn Diagram Comparison Objective: Use a Venn diagram to compare and contrast ancient Sumer and Egypt, focusing on geographic, societal, and cultural features. Steps: Group Work (10 minutes): Children work in groups to fill out pre-printed Venn diagrams with information on unique and shared features of Sumer and Egypt. Presentation and Discussion (10 minutes): Groups present their diagrams, discussing the reasons for similarities and differences, particularly environmental and resource influences.</p> <p>Adaptation for SEND: <i>When using Venn diagrams, provide templates with larger areas to write in and use different textures or colours for each section to help with visual and tactile differentiation. Offer sentence starters or word banks for those who might struggle with generating responses during group discussions or writing tasks. Ensure that group roles are clearly defined and rotate them so each child experiences different aspects of collaboration.</i></p> | <p>systems and nilometers to manage water.</p> <p>City Growth: Children understand how trade and job specialisation helped cities like Memphis grow from small populations to major urban centres.</p> <p>Egyptian Architecture: Children know about significant structures like pyramids and temples, highlighting Egypt's advanced building techniques and architectural skills.</p> <p>Artistic Expression: Children understand that Egyptian art, focused on balance and harmony, was culturally important and thought to offer protection.</p> <p>Hieroglyphic Writing: Children know hieroglyphics were a sacred form of writing used by elites and seen as divine.</p> <p>Inventions: Children learn about key Egyptian inventions such as papyrus, makeup, wigs, and door locks and their roles in daily and civilisational development.</p> | <p>Comparing Civilisations: Children understand how to identify similarities and differences between ancient Egypt and Sumer, focusing on societal structures and cultural achievements.</p> <p>Historical Inquiry Skills: Children can ask and answer questions about why ancient civilisations developed certain features based on geographic and resource factors.</p> <p>Engaging in Historical Discussions: Children know how to participate in discussions, using historical content to develop their reasoning about similarities and differences between civilisations.</p> |
| <p>Lesson 5</p> | <p><u>Recap on Prior Learning (10mins):</u> To quickly review and reinforce key concepts from Lesson 4 about ancient Egyptian and Sumerian civilizations.</p> <p>Prepare a short, engaging quiz with simple questions that cover the main points from the previous lesson. Use a mix of true/false, multiple-choice, and short answer questions that can be answered quickly.</p> <p><u>How was life different depending on which hierarchy you were in?</u></p> | <p>Ancient Egyptian Hierarchy: The children know that in ancient Egypt, people had different roles and importance, with the pharaoh at the top and slaves at the bottom.</p> <p>Comparison with Ancient Sumer: The children understand that different ancient</p> | <p>Understanding Historical Contexts: The children can use diagrams and cut-outs to explore and understand the social hierarchy of ancient Egypt and compare it to that of ancient Sumer.</p> <p>Analysing Social Structures: The children understand that by</p> |

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| | <p>Share the enquiry question 'How similar was the hierarchy of ancient Egypt to the hierarchy of ancient Sumer?'</p> <p>Revisit the Ancient Sumer hierarchy diagram, then ask the children to complete an A3 copy of the Ancient Egypt hierarchy recording sheet using the Ancient Egypt hierarchy cut outs.</p> <p>Use the Ancient Egypt hierarchy diagram to help the children check their work.</p> <p>Encourage the children to compare both hierarchy diagrams and use the information gathered to answer the enquiry question in their books.</p> <p>At the end of the session, ask the children to share their answers as a class.</p> <p>Adaptation for SEND: For the hierarchy diagrams, provide 3D models or create a role-playing scenario where children can act out different roles within the hierarchy, which helps with understanding through experience. Provide dual-language resources or visual supports for EAL (English as an Additional Language) learners. For those with fine motor difficulties, assistive technology or modified writing tools can be provided to facilitate note-taking.</p> | <p>civilisations, like Egypt and Sumer, had their own ways of organising people from the most to the least powerful.</p> | <p>comparing the social hierarchies of two ancient civilisations, they can learn about the similarities and differences in how societies were organised.</p> <p>Application and Synthesis: The children can create their own diagrams of the Egyptian hierarchy, check their accuracy, and use these visuals to discuss and answer questions about life in ancient times.</p> <p>Sharing and Reflecting: The children know that sharing their findings with the class helps them refine their understanding and learn from each other's insights."</p> |
| <p>Lesson 6</p> | <p>Recap on Prior Learning (10mins):</p> <p>Divide into Small Groups: Briefly divide the students into small groups (3-4 students each). This arrangement encourages participation from each child and makes the activity manageable within the time limit.</p> <p>Discussion Prompt: Give each group a card with a role from the ancient Egyptian hierarchy (e.g., Pharaoh, Priest, Scribe, Farmer, Slave). Ask them to discuss and quickly jot down one or two points about:</p> <ul style="list-style-type: none"> • The role's duties and significance in ancient Egypt. • How they think this person's life might be represented through objects that could be found in a tomb. <p>Group Sharing: After 2-3 minutes, have one representative from each group quickly share their findings with the class. This not only reinforces the lesson from the previous day but also ties it to what they will learn about Howard Carter and the discovery of Tutankhamun's tomb.</p> <p>Link to Today's Lesson: Conclude the recap by highlighting that today, they will learn about how Howard Carter's discoveries give us real examples of what these different roles left behind, focusing particularly on what was found in a Pharaoh's tomb. Mention that these artefacts help historians</p> | <p>Howard Carter: The children know that Howard Carter was a British archaeologist who discovered Tutankhamun's tomb in the 1920s.</p> <p>Tutankhamun's Tomb: The children understand that the tomb contained significant artefacts that shed light on ancient Egyptian culture.</p> <p>Ancient Egyptian Pharaohs: The children know that the discovery provides insights into the life and death of Pharaoh Tutankhamun and the broader context of ancient Egyptian pharaohs.</p> | <p>Analysing Primary Sources: Simplify to: "The children can look at pictures of Tutankhamun's treasures and talk about what these might tell us, just like a real archaeologist."</p> <p>Critical Reading and Discussion: Phrase as: "The children understand that reading stories about the past helps us think about what really happened and why it matters."</p> <p>Comparative Analysis: Change to: "The children know that listening to stories about Howard Carter and comparing them to what they see in pictures helps them understand his discovery better."</p> <p>Note-taking and Synthesis: Simplify to: "The children can</p> |

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| | | <p>piece together the social structure they discussed and understand the broader context of ancient Egyptian life.</p> <p>Who was Howard Carter and what did he discover? The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.</p> <p>Read the Tutankhamun's treasures newspaper report fiction text together to learn about Howard Carter's discovery.</p> <p>Discuss the content of the report, then ask the children to study the Tutankhamun's treasures pictures cards just as Howard Carter did.</p> <p>Encourage them to analyse each picture, using the Tutankhamun's treasures recording sheet to make notes.</p> <p>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>Adaptation for SEND: During discussions and analysis of Tutankhamun's treasures, provide actual replicas or 3D printed models of the artefacts for tactile examination. Use audio recordings that are clear and slow-paced, or provide written transcripts to accommodate different learning needs. Encourage the use of graphic organisers to help structure their notes, which can be particularly beneficial for those with dyslexia or organisational difficulties.</p> | | <p>write down interesting facts they learn, helping them remember and share their discoveries</p> |
| <p>Assess & Review</p> | <p>Lesson 7</p> | <p>Activity: Civilisation Showcase Objective: To review and assess students' knowledge about ancient civilisations like Sumer and Egypt, focusing on their ability to recall, explain, and display understanding of key historical facts and concepts.</p> <p>Materials Needed: Poster boards or large sheets of paper Art supplies (markers, crayons, coloured pencils) Craft materials (construction paper, glue, scissors) Access to any classroom resources (books, printouts) from the unit Costumes or props (optional) for role-playing</p> <p>Activity Breakdown:</p> | <p>Civilisation Features: Children consolidate understanding of key civilisation aspects like art, architecture, and social structures.</p> <p>Historical Context: Children apply knowledge about how geographical settings influenced civilisations like Sumer and Egypt.</p> <p>Cultural Comparisons: Children synthesise information on distinct</p> | <p>Research and Synthesis: Children demonstrate the ability to research and synthesise information into presentations.</p> <p>Critical Analysis: Children analyse civilisational features, discerning defining patterns and differences. Communication Skills: Children develop verbal and visual communication skills through creating and presenting their projects.</p> |

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| | <p>Group Formation and Topic Assignment Divide students into small groups, each focusing on a different aspect of ancient civilisations (e.g., daily life, technology and inventions, social hierarchy, major cities, etc.). Assign or let groups choose the specific civilisation or topic they will showcase.</p> <p>Research and Preparation Allow students to use classroom resources to gather facts and key points about their topic. Each group prepares a mini-presentation or a poster that includes visuals, key terms, and interesting facts. Encourage creativity: they can create diagrams, draw pictures, or even prepare a short skit.</p> <p>Showcase Presentations Each group presents their poster or skit to the class. Encourage them to explain the significance of their findings and how they connect to the broader concepts learned during the unit. If time allows, other students can ask questions, making the session interactive.</p> <p>Review and Feedback Conclude the session with a brief recap by highlighting key points from each presentation. Provide feedback, emphasising the connections between the different elements of ancient civilisations and their relevance to understanding history.</p> | cultural practices and innovations across civilisations. | Peer Feedback and Reflection: Children engage in peer review, enhancing their understanding and ability to critically engage with content. |
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The "Civilisation Showcase" in the review session effectively links back to the elicitation task from Lesson 1, where students first explored the concept of civilisation.

Revisiting Key Concepts: In the first lesson, students were introduced to the term "civilisation" and discussed its features, such as art, cities, culture, hierarchy, infrastructure, invention, religion, trade, and writing. The showcase allows them to revisit these features in depth, seeing them applied in specific historical contexts (like Sumer and Egypt), which deepens their initial understandings.

Expanding Vocabulary and Knowledge: The elicitation task encouraged students to add new and useful topic words and phrases to their glossary. During the showcase, students will not only recall this vocabulary but also apply it in context as they discuss and present their topics. This helps solidify their understanding of the terms and concepts by connecting them to tangible examples.

Active Engagement and Synthesis: The first lesson set the foundation by asking students to record their learning about civilisation features. In the showcase, they synthesise this information to create presentations, posters, or skits. This active engagement helps students internalise the features of civilisations and see how different elements come together to form a cohesive society.

Peer Teaching and Feedback: The elicitation task involved personal reflection and initial discussions. By the review session, students are prepared to teach each other through their presentations, which reinforces the collaborative learning process. Receiving feedback from peers and making adaptations further ties back to the concept of refining their understanding based on new information, a skill initially encouraged in Lesson 1.

Overall, the showcase not only reinforces but expands upon the learning from the first lesson, providing a comprehensive review of the unit and ensuring that students can connect new details back to their initial definitions and understandings. This approach makes learning more cohesive and memorable for young students.

Vocabulary

| | |
|-------------------------|--|
| Civilisation | A big group of people living together with their own way of life and rules |
| Sumer | A very old place where one of the first groups of people lived a long time ago. |
| Pharaoh | The king or queen of ancient Egypt. |
| Ziggurat | A huge, step-like tower made in ancient times. |
| Hieroglyphics | Picture writing used by the Ancient Egyptians to tell stories or keep records. |
| Cuneiform | Picture writing used wedge-shaped marks, used a long time ago in places like Sumer |
| Pyramid | A big triangle shaped building made by Ancient Egyptians, mostly used as tombs. |
| Fertile Crescent | An area of very good land used for farming that looks like a crescent moon on a map. |
| Irrigation | A way of bringing water to crops using channels, so plants grow better |
| Nomad | People who move from place to place and do not have a permanent home |
| Empire | A lot of places ruled by one leader or government. |
| Artisan | A person who is really good at making things by hand. |
| Chariot | A cart pulled by horses, used a long time ago for travelling or in battles. |
| Papyrus | A type of paper made from a special plant, used a long time ago for writing. |
| Dynasty | A family of rulers, where the crown is passed down from parent to child. |
| Mummification | An ancient method of preparing dead bodies to keep them looking lifelike. |
| Social Hierarchy | A way of organising people from the most important to the least. |
| Invention | Something completely new made by using creativity and knowledge. |
| Trade | Buying and selling things between people or places. |
| Tablet | A small, flat piece and used long ago for writing. |

Ancient Civilisations

A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion. Ancient civilisations first appeared over 6000 years ago in, or near, a semicircular area of land in the Middle East known as the Fertile Crescent. The climate, availability of water and variety of plants in the Fertile Crescent meant that nomadic hunter-gatherers could settle in one place and begin to farm for the first time.



Ancient Sumer



Ancient Sumer was the very first civilisation. It originated between the Euphrates and Tigris rivers in modern Iraq. Being near a river was important for early civilisations, providing water for drinking and fertile soil for agriculture. The ancient Sumerian civilisation began c4500 BC and lasted for around 2600 years.

Cities

After nomadic people settled down as farmers instead of hunter-gatherers, small villages grew into cities. Public buildings and temples were built, surrounded by a protective wall. Cities, such as Uruk and Ur, had ports on the river for trade and canals for irrigation. The ancient Sumerians used mud bricks to build homes and huge ziggurats.



Rulers

A series of city states grew up in ancient Sumer. The city states were often at war with each other. A king or queen ruled each city and lived in a palace. King Lugalzaggisi united the city states of ancient Sumer under one ruler, but then King Sargon, of the neighbouring kingdom of Akkad, conquered ancient Sumer. He forced everybody to speak the same language and crushed rebellions. Sumer became part of the Akkadian empire.

Inventions

The ancient Sumerians invented many things to make work easier and life more comfortable. They developed a type of writing, called cuneiform, and a numbering system to communicate and keep records. The ancient Sumerians also invented the wheel, the plough, astronomy, irrigation and beer.

Food and farming

The ancient Sumerians grew their food in the fertile soil next to the rivers. Plenty of food meant that the population grew and there were crops to trade. The plough made farming easier and allowed people time to develop new skills.



Ancient Egypt



The ancient Egyptian civilisation began on the banks of the Nile, in the Fertile Crescent. Egypt was initially split into Upper Egypt in the south and Lower Egypt in the north. It became one kingdom c3150 BC. The civilisation lasted for around 2970 years.

Cities

The ancient Egyptians built cities on the fertile banks of the Nile, with easy access to water for crops and drinking. Most cities had a surrounding wall and two entrances. A main road ran through the centre of the city. Smaller, narrower streets connected to the main road. People lived in mudbrick houses, which were often two storeys high, with an open courtyard.



Rulers

Pharaohs ruled over ancient Egypt with absolute power. The ancient Egyptians believed that the pharaoh was the earthly representative of the gods. The most well known pharaoh is Tutankhamun. His tomb was discovered in the Valley of the Kings by Howard Carter in 1922. The vast number of priceless artefacts found buried with the pharaoh provided a lot of information about life in ancient Egypt.

Inventions

The ancient Egyptians improved earlier innovations and invented many useful items to make life easier. They created clocks and calendars for telling the time. They made paper from the papyrus plants to record information. To help move water for their crops, they invented a *shaduf*, which used a lever mechanism to move a heavy bucket of water from a low to higher level.

Food and farming



The ancient Egyptians grew crops in the fertile soil next to the Nile. The most important crops were wheat and barley, which they used to make bread, porridge and beer. They also grew vegetables, fruits and flax to make into linen. Agriculture was essential to the ancient Egyptian economy. It provided food for the people, with enough left over to store for years of drought.

Indus Valley



The Indus Valley civilisation developed next to the Indus River in modern Pakistan and north-west India. The river provided the water needed for crops, drinking and transport. Historians know much less about the Indus Valley civilisation than those of ancient Sumer and ancient Egypt due to a lack of evidence. The civilisation began c2500 BC and lasted around 800 years.

Cities

The two largest cities that we know about are Harappa and Mohenjo-daro. Excavations have shown that both cities were well planned. Each city had a citadel, marketplace, granary, workshops and a sophisticated sewerage and drainage system. The houses were built from mud bricks and often had toilets and baths inside. Large buildings have been excavated, such as the Great Bath in Mohenjo-daro.

Rulers

Historians do not know how the Indus Valley civilisation was ruled. It is possible that there were kings or priests, or perhaps each city had a ruling council. During the excavations, archaeologists did not uncover any palaces or royal tombs.

Inventions

The people of the Indus Valley made many new inventions. Their impressive sanitation system included flushing toilets and wastewater pipes. They were the first to use a standardised system of weights and measures. They also invented dice so that they could play games.

Food and farming

Farming was very important in the Indus Valley. The fertile floodplains beside the Indus River meant that they grew more than enough food to feed the population. Crops, such as wheat, barley, peas and lentils, were grown and used for bread and porridge.

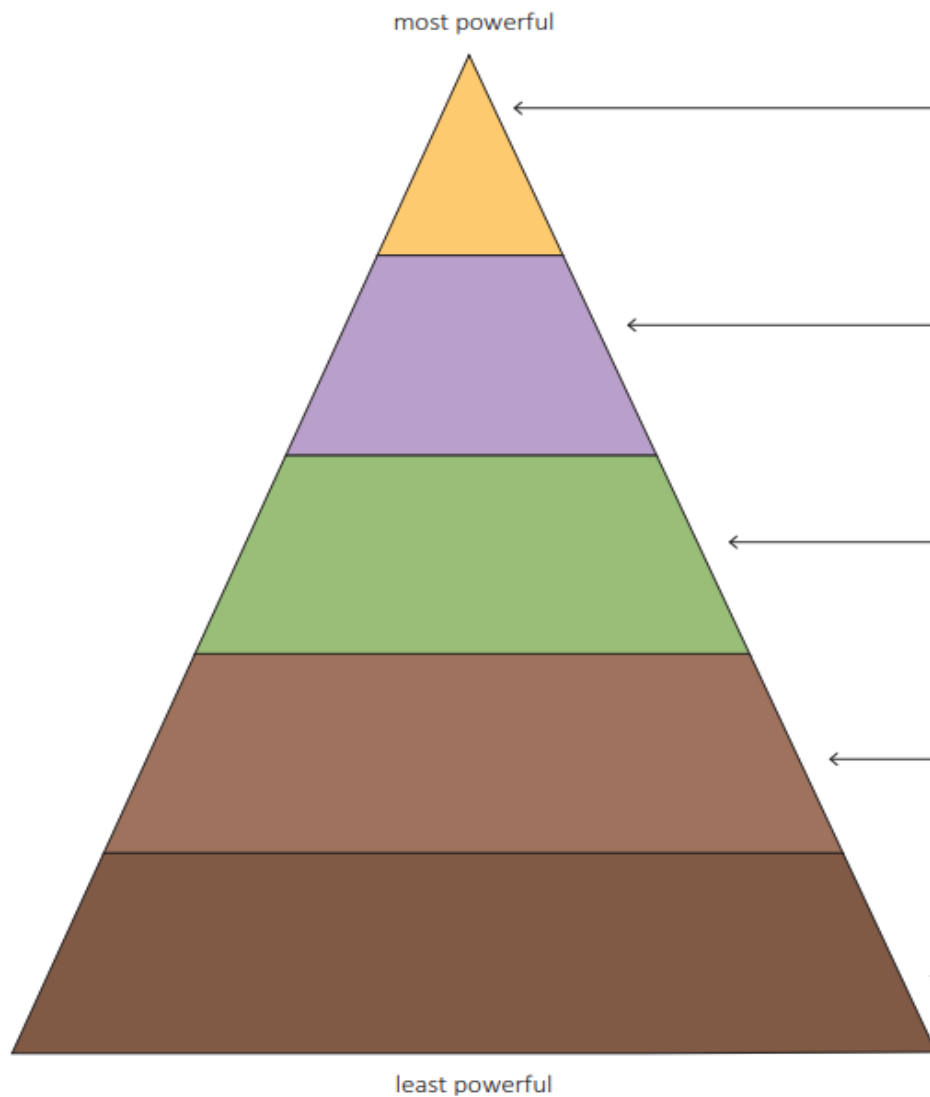
Similarities and differences

The ancient Sumerians, ancient Egyptians and Indus Valley civilisation all developed next to rivers, which they used to provide water, transport and irrigation systems. They all made good use of the fertile land for growing crops. Each civilisation invented new things to advance their society. It is likely that these civilisations shared similarities because they coexisted for a period of time and were connected by trade. However, there were differences. Kings ruled individual city states in ancient Sumer, whereas pharaohs ruled all of ancient Egypt. Also, the Indus Valley civilisation planned their cities, whereas the cities of ancient Sumer and ancient Egypt grew and changed over time.

Glossary

| | |
|-------------------------|--|
| civilisation | The developed culture and way of life of a society. |
| Fertile Crescent | The semicircular area of land where the first ancient civilisations began. |
| irrigation | The digging of channels to allow water to flow through a field to water crops. |
| nomadic | A lifestyle involving moving from place to place. |
| ziggurat | A large pyramid made from mud bricks, with a temple on top. |

Ancient Sumer hierarchy



The **king**, or **lugal**, made laws, led the army and ordered taxes to be paid. He was believed to have a special relationship with the gods.



Priests and **priestesses** were powerful and told people how to behave to keep the gods happy.



The **upper classes** were made up of successful merchants, scribes, high-ranking soldiers, accountants, architects and teachers. They lived well and had leisure time.

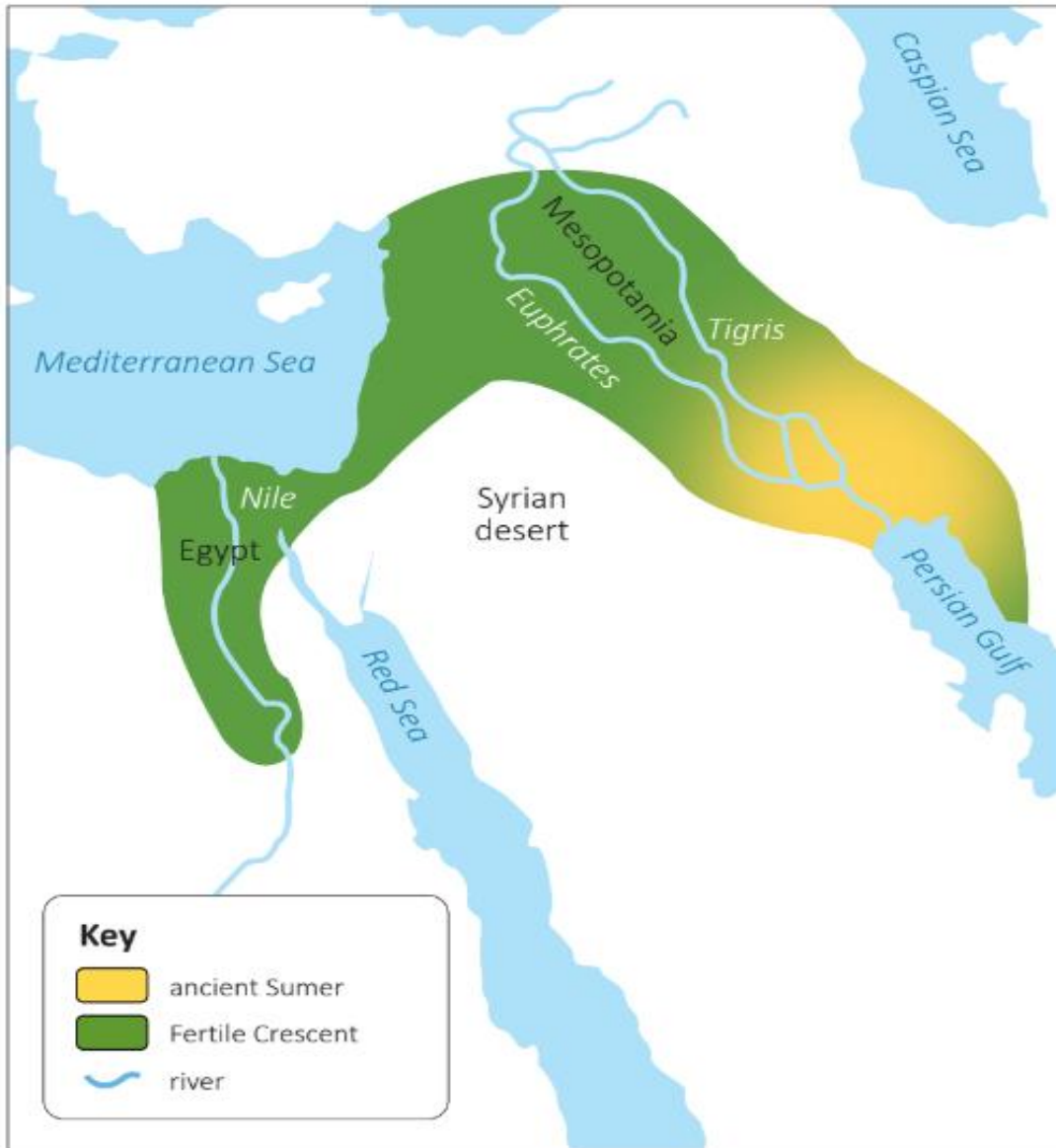


Lower classes were craftspeople, farmers, artists, builders, musicians, bakers, fishermen, soldiers and merchants. They kept the city running smoothly.



Slaves were prisoners of war. They worked for the king and priests but upper class Sumerians also bought slaves to work for them. Slaves did many jobs, including manual work and teaching.

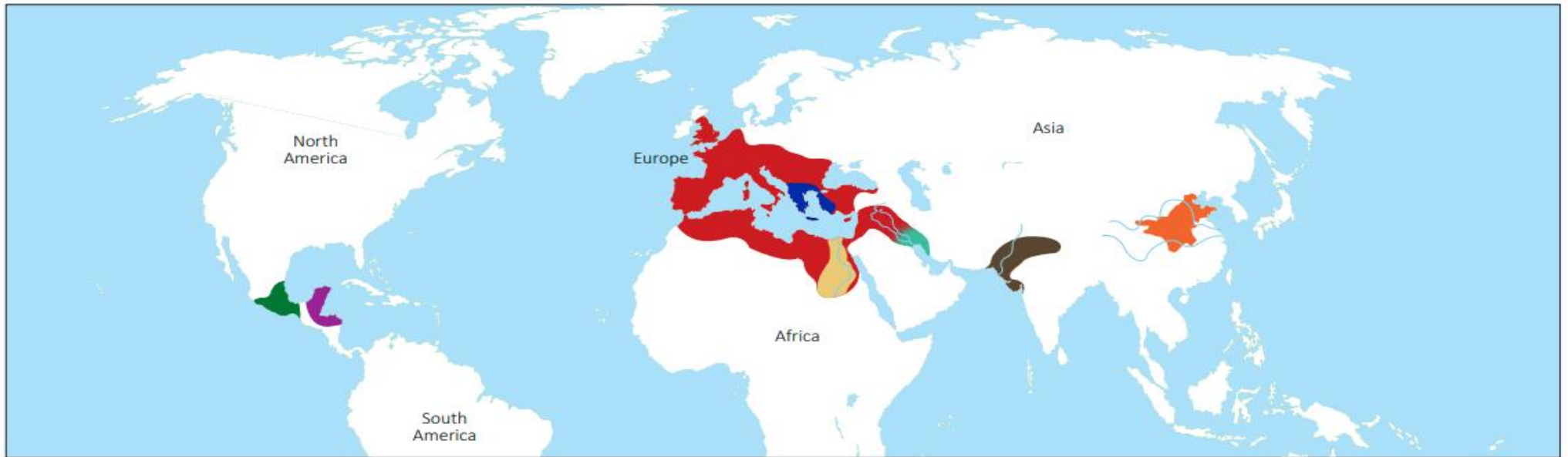




Where was ancient Sumer?

Ancient Sumer was in Mesopotamia, which is now known as Iraq, in south-west Asia. Mesopotamia was in the Fertile Crescent, an area of land which ran from the banks of the Nile in Egypt to the Tigris and Euphrates rivers in Iraq. The first civilisations in the world developed in the Fertile Crescent.

Ancient civilisations map and timeline



Ancient Egypt hierarchy

