

Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore where and when the first civilisations began.	In this first lesson, children are introduced to a range of different early civilisations from across the world. In their independent activities, they use a timeline to answer a variety of questions. In the alternative activity, children are challenged to create a key to show the dates and locations of several different early civilisations on both a timeline and a map.	<ul style="list-style-type: none"> Do children know what the word 'civilisation' means? Do children know when and where some of the early civilisations appeared? Can children use a timeline to identify when the first civilisations developed? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Early Civilisations Timeline Early Civilisations Map Worksheet 1C (FSD? activity only) Early Civilisations Information Cards (FSD? activity only)
Lesson 2	To find out about the first writing systems.	Children first recap on how we find out about the past, and why written sources are so important. They will explore what we know about the early writing systems of the ancient Sumerians, the ancient Egyptians, the Shang Dynasty, and the Indus Valley. In their independent activities, children will use the Phoenician alphabet to translate words and sentences.	<ul style="list-style-type: none"> Can children discuss how the availability of written records affects our understanding of the past? Can children suggest why the development of writing systems in early civilisations was so important? Can children begin to discuss some of the limitations of early writing systems? 	<ul style="list-style-type: none"> Slides Phoenician Alphabet Cards Word Cards 2A/2B Worksheet 2A Symbols Sheet (FSD? activity only)
Lesson 3	To explore trade in early civilisations.	Children will explore the concept of trade, identifying how and why people in early civilisations traded with each other. They will learn how people traded without written records or money, and will find out about the earliest coins. In their independent activities, children will take part in a class role-play where they can experience trading tokens for goods.	<ul style="list-style-type: none"> Can children explain why people started trading? Can children explain how objects such as tokens and seals were used within trading? Do children know when coins were first used, and how this changed trade within the early civilisations? 	<ul style="list-style-type: none"> Slides Goods Cards Tokens, e.g. counters, shells, etc. Tablets (optional) (FSD? activity only) Worksheet 3A (FSD? activity only)
Lesson 4	To find out about mathematical understanding in early civilisations.	In this lesson, children will find out why the first number systems developed. They will explore the number systems of the Sumerians, the ancient Egyptians and the Shang Dynasty. In their independent activities, they will practise reading and writing amounts in each number system, and discuss how the systems are similar or different to each other and the modern number system.	<ul style="list-style-type: none"> Do children understand the link between the development of trade and the development of number systems? Do children know that number systems varied between early civilisations? Can children compare and contrast the number systems of different early civilisations? 	<ul style="list-style-type: none"> Slides Number System Cards Worksheet 4A/4B/4C Number System Sheets (FSD? activity only) Whiteboards (FSD? activity only) Discussion Cards (FSD? activity only) Counting to Sixty video (plenary)
Lesson 5	To explore the technology and inventions of early civilisations.	This lesson begins by defining what the words 'technology' and 'invention' mean. Children discuss what technology they think the early civilisations had. They then look at the invention of the wheel by the ancient Sumerians, and the development of irrigation systems by different early civilisations, and how we still use this technology, albeit adapted, today. In their independent activities, children use their historical knowledge to predict whether given items were invented before, by, or after the early civilisations, before using their research skills to find out!	<ul style="list-style-type: none"> Can children name and describe some of the inventions of early civilisations? Can children select information from given sources to test predictions/answer questions? Are children beginning to understand the significance of the contributions of early civilisations to later societies and our lives today? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Fact Cards Quiz Sheet (FSD? activity only)

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Lesson 6	To explore the man-made structures of early civilisations.	In this lesson, children think about what other man-made structures early civilisations may have needed to build once they settled and built more permanent homes. They will focus on comparing and contrasting two structures from two different civilisations - the ancient Egyptians' Great Pyramid, and the ancient Sumerians' Ziggurat of Ur. In their independent activities, children will read, compare and sort statements about these two structures.	<ul style="list-style-type: none"> • Do children know what a man-made structure is? • Can children explain the purpose of some of the structures of the early civilisations? • Can children compare and contrast the structures of different early civilisations? 	<ul style="list-style-type: none"> • Slides • The Great Pyramid Fact Sheet • The Ziggurat of Ur Fact Sheet • Worksheet 6A/6B • Statement Cards • The Palace at Knossos (FSD? activity only) • Daedalus and Icarus (FSD? activity only) • True, Myth, or Unknown? Cards (FSD? activity only)
Lesson 7	To identify similarities and differences between the early civilisations.	In this final lesson, children will explore the many similarities between the early civilisations, despite them flourishing at different times and in different locations. In their independent activities, children will read and sort or write statements about the similarities between the different civilisations relating to their location, the structures they built, their writing systems, their religious beliefs and their art.	<ul style="list-style-type: none"> • Can children identify similarities between the early civilisations? • Can children identify differences between the early civilisations? • Can children suggest reasons for these similarities and differences? 	<ul style="list-style-type: none"> • Slides • True or False? Cards • Worksheet 7A/7B/7C • End of Unit Quiz



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KS2 Aims and Objectives:

Objective

- the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Vocabulary

early civilisation, settlement, river, ancient, modern, past, present, sources, archaeologist, historian, Ancient Sumer, Indus Valley, Minoan, Ancient Greece, Ancient Egypt, Shang Dynasty, Phoenician, Ancient Rome, cuneiform, hieroglyphics, decipher, society, trade, surplus, barter, negotiate, culture, building, writing systems, number systems, money, weights and measures, toilet, agriculture, wheel, irrigation, time period, timeline, chronology, similarity, difference, significance, contribution, technology, knowledge, invention, structures, stable, durable, reconstruct, tomb, temple, deity, religion, continuity, change, impact, BCE, CE

Aims

- develop the appropriate use of historical terms
- have a chronologically secure knowledge and understanding of British, local and world history
- establish clear narratives within and across the periods the study (including the local area)
- make connections, draw contrasts and analyse trends over time
- address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance
- understand how our knowledge of the past is constructed from a range of sources
- assess how and why contrasting interpretations of the past have been constructed
- construct informed responses that involve thoughtful organisation of relevant historical information

Teacher notes