

Year: 3/4 Subject: History PoS: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		Topic Question/Title: <i>What do we know about the ancient world?</i>		Term - Spring 1 Curriculum - A Lessons 1 to 4 an overview of ancient civilizations Lessons 5 onwards concentrating on Ancient Egypt 
Prior Knowledge Year 4 children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements: - Achievements – the first achievements of Stone Age people and began to rank these in order of importance. A simple reason should have been given for these. - Housing – noting the changes from caves to roundhouses, including the materials, shape, size, and features - Society – investigating the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age - Food – understanding the differences between hunter-gatherers and farmers and the importance of the development of farming The impact of the Romans on Britain and the significance of their legacy. Y3 children have learnt about their locality, schools and learning and about holidays in the past.		Key Vocabulary Significance, impact, consequence, similarity and difference, diversity, chronology, continuity, change, duration, century, decade, interval, sequencing, sources, primary source, secondary source, evidence, BC, AD, CE, BCE, concurrence ancient, modern, civilisation, citizens, government, century, religion, political, legacy, achievements, society, culture, settlement, trade, movement, migration		Outcome Comparison of different ancient civilizations presentations
Future Learning Ancient Egypt – a depth study Ancient Greece <u>Year 3</u> The development of Britain from the Stone Age to the Iron Age. The Iron Age to Romans - Know how Britain changed from the Iron Age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society The impact of the Romans on Britain and the significance of their legacy.		Stimulus Artefacts and images from ancient Egypt. What is left today? Looking at ancient civilisations and what is still left today. Story of Howard Carter and discovery of Tutankhamun News items about recent discoveries First hand experiences (enrichment) Visitor from Lancashire Learning linked to Ancient Egypt		World of Work Historians, Detectives, investigators, archaeologist, researcher, museum curator, scientist (DNA, dating analysis etc.) Farmers, builders, writers, artists
National Curriculum PoS The Ancient World <u>Events, People and Changes</u> - Discuss how Britain has influenced and been influenced by the wider world - Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty <u>Chronology</u> - Use some dates and historical terms when ordering events and objects. - Demonstrate awareness that the past can be divided into different periods of time. - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. - Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. - Use some dates and historical terms when ordering events and objects. - Demonstrate awareness that the past can be divided into different periods of time. <u>Communication</u> - Discuss historical events, issues, connections and changes. - Select and organise historical information to present in a range of ways. - Use relevant historical terms and vocabulary. When doing this, they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology. - Write about historical events and changes by selecting and organising historical information and dates.		Substantive Knowledge Historic Context: A civilisation is defined as stage in human society when it reaches a more advanced stage of development. They have more sophisticated social and cultural organisation. These include government structure, a more consistent religious organisation, a system of writing and art. All of the civilisations studied as part of this NC statement have certain features in common. Geographically similar position and lived next to at least one river. <u>Ancient Sumer</u> (3200 to 1792BC) developed on the banks of the Tigris and Euphrates rivers. It was located in modern day Iraq. The Sumerians created a system of writing which may have influenced Egypt, the wheel and traded with the Egyptians. It ended when it became part of the Babylonian empire. <u>The Shang Dynasty</u> (1760 to 1046BC) developed on the Yellow River in China. They are known for their writing system, calendar and bronze work. They were conquered by a neighbouring state (Zhou) and this formed a new dynasty. <u>The Indus Valley</u> (2600 to 1900BC) developed on the banks of the river Indus. It was located in part of modern-day India and Pakistan. They are known for their cities such as Dholavira which was in Gujarat, India and one of the largest cities including steps to reach the water level in artificial reservoirs. <u>Ancient Egypt</u> is a period of history we know more about than the other 3 mentioned. Its timeline is broken into three kingdoms, which are further broken into the different dynasties. It developed along the river Nile and this held a vital role in Egyptian life, society etc		Possible evidence Children can explain what a civilization is. Children can place these civilizations on a map of the world Children can place these civilizations on a timeline Children can identify some features of these civilizations. Children can state how these civilizations are similar and different.
		Disciplinary Knowledge	Possible evidence	
		<i>Significance</i> <i>Change and continuity</i> <i>Similarities and differences</i>	How was the position of these civilizations significant to their development? Children can identify similarities and differences between life in different civilizations.	

• Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire. <u>Enquiry, Interpretation and Use of Sources</u> • Use sources to address historically questions. • Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. • Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.	How did life in these civilizations compare to each other and to life in Europe at this time?	Identify similarities / differences between ways of life at different times
	<i>Cause and consequence</i> How did the geography of these settlements influence them?	Identify and give reasons for why these civilizations existed where they did.
	Methods of Enquiry	Possible evidence
	<i>Chronology</i> – sequencing, scaling, concurrence, interval and duration How does these civilizations tie into our existing knowledge? Which periods of history were concurrent? <i>Source work</i> – extracting, analysing, inferring, interpreting, drawing conclusions, evaluating, comparing and contrasting <i>Enquiry</i> – Pursuing a line of enquiry with support Select and organise historical information to present in a range of ways.	C Chronological understanding – children can sequence periods of history, identify concurrent periods of history using a timeline, can use a scale to calculate intervals between events, understand duration as a measure of how long something occurred for Know about, and name, some of the advanced societies that were in the world around 3000 years ago Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Egyptian, BC, AD, CE, BCE etc. S Source Analysis and Interpretation – children can extract and interpret information from various types of source (artefact, pictorial inc. primary and secondary sources) Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about...?’ Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did...?’ ‘What were the effects?’ E Historical Enquiry – ask questions to deepen their own understanding. Begin to draw conclusions using support. Discuss historical events, issues, connections and changes. Use relevant historical terms and vocabulary. Write about historical events and changes by selecting and organising historical information and dates.

Year: 34 Subject: History PoS: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Topic Question/Title: Why were the Ancient Egyptians so successful?		Term - Spring 2 Curriculum - A 	
Prior Knowledge Year 4 children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements: - Achievements – the first achievements of Stone Age people and began to rank these in order of importance. A simple reason should have been given for these. - Housing – noting the changes from caves to roundhouses, including the materials, shape, size, and features - Society – investigating the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age - Food – understanding the differences between hunter-gatherers and farmers and the importance of the development of farming The impact of the Romans on Britain and the significance of their legacy. Y3 children have learnt about their locality, schools and learning and about holidays in the past.		Key Vocabulary Egyptian, River Nile, fertile, canopic jars, pyramid, tomb, pharaoh, dynasty ancient, modern, civilisation, citizens, government, century, religion, political, legacy, achievements, society, culture, settlement, trade, movement, migration	Outcome Mummification poster	
Future Learning Ancient Greece <u>Year 3</u> The development of Britain from the Stone Age to the Iron Age. The Iron Age to Romans - Know how Britain changed from the Iron Age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society The impact of the Romans on Britain and the significance of their legacy.		Stimulus Artefacts and images from ancient Egypt. What is left today? Looking at ancient civilisations and what is still left today. Story of Howard Carter and discovery of Tutankhamun News items about recent discoveries First hand experiences (enrichment) Visitor from Lancashire Learning linked to Ancient Egypt	World of Work Historians, Detectives, investigators, archaeologist, researcher, museum curator, scientist (DNA, dating analysis etc.) Farmers, builders, writers, artists	
National Curriculum PoS <u>Events, People and Changes</u> - Discuss how Britain has influenced and been influenced by the wider world - Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty <u>Chronology</u> - Use some dates and historical terms when ordering events and objects. - Demonstrate awareness that the past can be divided into different periods of time. - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. - Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. - Use some dates and historical terms when ordering events and objects. - Demonstrate awareness that the past can be divided into different periods of time. <u>Communication</u> - Discuss historical events, issues, connections and changes. - Select and organise historical information to present in a range of ways.		Key Learning - Substantive Knowledge Egypt is a period of history we know more about than the other 3 mentioned. Its timeline is broken into three kingdoms, which are further broken into the different dynasties. It developed along the river Nile and this held a vital role in Egyptian life, society etc <u>Movement and Migration</u> The importance of being near a reliable water source for settlements. The travel within and out of Egypt for military and economic reasons. <u>Society</u> The hierarchy of the social pyramid. The roles undertaken by different tiers and the amount known about each tier being varied. <u>Governance</u> Pharaoh’s role leading both kingdoms The centralised nature of the government The bureaucracy that was delivered and maintained by the scribal class. Power, empire and democracy - The Egyptian pharaohs ruled with absolute power. - The Egyptians believed that the pharaohs should have all the power because they were gods on earth. - Pharaohs were usually male, but it was possible to be a female pharaoh. <u>Farming and the Nile</u> <u>Trade</u> The Nile as a ‘highway’ for domestic and international trade. The import and export of goods to allow society to develop and grow		Possible evidence How do we know about the past? How do we know about the Ancient Egyptians? When was Ancient Egypt and how long did it exist for? How was Ancient Egyptian society structured? Children will know that there were different tiers within AE society. The pharaoh was important in the hierarchy and was seen as god like. Why was the River Nile important to the Ancient Egyptians?

• Use relevant historical terms and vocabulary. When doing this, they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology. • Write about historical events and changes by selecting and organising historical information and dates. • Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire. <u>Enquiry, Interpretation and Use of Sources</u> • Use sources to address historically questions. • Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. • Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically valid questions and create their own structured accounts, including written narratives and analyses • 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 • gain historical perspective by placing their growing knowledge into different contexts, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	<u>Culture</u> The importance of writing to their culture. The role the gods played in aspects of life: afterlife, farming, Nile, writing. Pharaoh being associated with the Gods. Egyptians used hieroglyphics to communicate, but not everyone could read them. <u>Religion</u> Egyptians believed in multiple gods, and that you needed to be buried with items or images to be used in the afterlife. <u>Achievements and Legacy</u> Agricultural developments to maintain and grow the population (plough, ox drawn plough, sickle, irrigation and shaduf) Writing to allow the kingdom to run with a centralised government Writing to record and document events alongside the significant role in governance.	Children can explain the importance of the River Nile to Ancient Egypt. How did agricultural advances support the civilization? Children can name agricultural developments that allowed the civilization to grow and prosper. What was the role of the scribe in AE society and why are they important to us today? Children can explain the importance of scribes and writing. What was daily life like for the people in Ancient Egypt? What can we discover about daily life from different sources of evidence? What role did religion play in the lives of the Ancient Egyptians? What did the Ancient Egyptians believe? How do we know? How did religion affect life in Ancient Egypt? What was the importance of the afterlife in Ancient Egypt? Children can show how mummification took place. Historical enquiry question: What did the advances allow the Egyptians to accomplish?
<u>Key Learning – Disciplinary Knowledge</u>		Possible evidence
<i>Significance</i> Why was the River Nile important to the Ancient Egyptians? <i>Change and continuity</i> What did the advances allow the Egyptians to accomplish? <i>Similarities and differences</i> How was Ancient Egypt similar/different to other periods that have been studied? <i>Cause and consequence</i> What caused Egypt to become a successful civilization?		Significance of the Nile and agricultural developments to the prosperity of AE. Children can identify similarities and differences between life in Ancient Egypt and their own lives. Identify similarities / differences between ways of life at different times Can identify what caused Egypt to become a successful civilization.
<u>Key Learning – Methods of Enquiry</u>		Possible evidence
Chronology – sequencing, scaling, concurrence, interval and duration How does Ancient Egypt tie into our existing knowledge? Y4 Source work – extracting, analysing, inferring, interpreting, drawing conclusions, evaluating, comparing and contrasting		C Chronological understanding – children can sequence periods of history, identify concurrent periods of history using a timeline, can use a scale to calculate intervals between events, understand duration as a measure of how long something occurred for Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Egyptian, BC, AD, CE, BCE etc. S Source Analysis and Interpretation – children can extract and interpret information from various types of source (artefact, pictorial inc. primary and secondary sources) Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about...?’

	Enquiry – Pursuing a line of enquiry with support Select and organise historical information to present in a range of ways.	Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did...?’ ‘What were the effects?’ E Historical Enquiry – ask questions to deepen their own understanding. Begin to draw conclusions using support. Discuss historical events, issues, connections and changes. Use relevant historical terms and vocabulary. Write about historical events and changes by selecting and organising historical information and dates.
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Year: 3/4 Subject: History PoS: Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world.		Topic Question/Title: <i>What can we thank the Ancient Greeks for in our lives today?</i>		Term - Summer 1	Curriculum - A
Prior Knowledge Year 4 children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements: - Achievements – the first achievements of Stone Age people and began to rank these in order of importance. A simple reason should have been given for these. - Housing – noting the changes from caves to roundhouses, including the materials, shape, size, and features - Society – investigating the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age - Food – understanding the differences between hunter-gatherers and farmers and the importance of the development of farming The impact of the Romans on Britain and the significance of their legacy. Y3 children have learnt about their locality, schools and learning and about holidays in the past. The achievements of the earliest civilizations, an overview Ancient Egyptian agriculture, settlement, religion, society, monarchy and why they were a successful civilization.			Key Vocabulary Significance, impact, consequence, similarity and difference, diversity, chronology, continuity, change, duration, century, decade, interval, sequencing, sources, primary source, secondary source, evidence, BC, AD, CE, BCE, concurrence ancient, modern, civilisation, citizens, government, century, religion, political, legacy, achievements, society, culture, settlement, trade, movement, migration Greeks, Grecian, Athens, Sparta, democracy, city-state, Olympic Games. Hoplite,		Outcome What did the Greeks leave for today's world? (Poster) A debate about the Ancient Greek legacy Y4
Future Learning Year 3s Stone Age to Iron Age Britain during the Roman invasion Year 4s World War 2 Migration			Stimulus Artefacts and images from ancient Greece Year 3: Icarus was Ridiculous in English Greek stories, myths and legends Greek pottery BBC Bitesize Greek homepage with various clips and pages to search. https://www.bbc.co.uk/bitesize/topics/z87tn39 Home learning for 34 https://www.bbc.co.uk/bitesize/articles/zv39bqt First hand experiences (enrichment) Museum loan artefacts and armour		World of Work Historians, Detectives, investigators, archaeologist, researcher, museum curator, scientist (DNA, dating analysis etc.) Farmers, builders, writers, artists Researchers, Sports People/Athletes, Potters/Artists
National Curriculum PoS <u>Events, People and Changes</u> - Discuss how Britain has influenced and been influenced by the wider world - Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. <u>Chronology</u> - Use some dates and historical terms when ordering events and objects. - Demonstrate awareness that the past can be divided into different periods of time. - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. - Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. <u>Communication</u>		Key Learning - Substantive Knowledge <u>Chronology</u> <u>Key learning</u> is to be able to sequence events including those that include BC and AD Children should be taught about how BC and AD are structured (BCE/CE). Then be able to sequence events that include both. <u>Society</u> The focus here is on using pot evidence as a way into exploring aspects of Greek society. This should embrace warfare, mythology and the role of women. <u>Culture</u> Inferring information from archaeology through an aspect of Greek culture that we still use today (Olympics, theatre etc).		Possible evidence *Pupils can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age Children can explain the importance of the position of Ancient Greece. Children will know that there were different city states that had their own ways of living Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings Pupils grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots Pupils understand that the Olympics were not just athletic events Pupils grasp that religion and preparation for war were also critically important	

• Discuss historical events, issues, connections and changes. • Select and organise historical information to present in a range of ways. • Write about historical events and changes by selecting and organising historical information and dates. • Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire and vocabulary linked to chronology. <u>Enquiry, Interpretation and Use of Sources</u> • Use sources to address historical questions. • Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. • Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.	<u>Governance – democracy</u> Know that Ancient Greece consisted of city states such as Athens and Sparta who were rivals <u>Religion</u> The influence of religion on the lives of the Greeks using a range of written and pictorial sources including mythology. <u>Achievements and Legacy</u>	Pupils grasp that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life. They grasp that their theatres were incredible feats of engineering. Children can show some knowledge about theatre and the Ancient Olympics. The importance of democracy for Athenians. Children understand how city states in Ancient Greece were ruled Identify some of the similarities and differences between life in Athens and Sparta Children can show how religion was important to the Ancient Greeks Children can name some sources of evidence that remain from Greek times. Be able to identify some Ancient Greek achievements
	<u>Key Learning – Disciplinary Knowledge</u>	Possible evidence
	<i>Significance</i> <i>Why is Ancient Greece significant in the modern world?</i> <i>Who is significant?</i> <i>Change and continuity</i> What is the legacy from this period? <i>Similarities and differences</i> How was Ancient Greece similar/different to other periods that have been studied? <i>Cause and consequence</i>	Significance of Ancient Greece on the modern world. Recognise significant Ancient Greeks such as Archimedes, Alexander the Great, Hippocrates, etc Children can identify similarities and differences between life in Ancient Greece and their own lives. Identify similarities / differences between ways of life at different times
	<u>Key Learning – Methods of Enquiry</u>	Possible evidence
	Chronology – sequencing, scaling, concurrence, interval and duration How does Ancient Greece tie into our existing knowledge? Source work – extracting, analysing, inferring, interpreting, drawing conclusions, evaluating, comparing and contrasting <u>Key learning</u> is to extract information from visual sources and infer its impact. Children should be taught how to extract information from maps and, with support, infer how this would impact Ancient Greeks. Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp that these feature frequently in Greek legends. They can locate Ancient Greece, Crete, Athens and Sparta on a map. Enquiry – Pursuing a line of enquiry with support Select and organise historical information to present in a range of ways. Creating and answering questions	C Chronological understanding – children can sequence periods of history, identify concurrent periods of history using a timeline, can use a scale to calculate intervals between events, understand duration as a measure of how long something occurred for Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Egyptian, BC, AD, CE, BCE etc. S Source Analysis and Interpretation – children can extract and interpret information from various types of source (artefact, pictorial inc. primary and secondary sources) Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about...?’ Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did...?’ ‘What were the effects?’ E Historical Enquiry – ask questions to deepen their own understanding. Begin to draw conclusions using support. Discuss historical events, issues, connections and changes. Use relevant historical terms and vocabulary. Write about historical events and changes by selecting and organising historical information and dates.