



The BIG Picture

The earliest civilisations were founded by farmers, who chose to settle near rivers where they had easy access to water for their crops. The first farming communities are believed to have emerged in an area of the Middle East known as the Fertile Crescent. This area of land stretches in an arc through parts of modern Israel, Syria and Turkey. Farming eventually spread to other areas, including Europe, Africa, India and China. This enquiry involves an overview of where and when the first civilizations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) appeared. This unit starts the children's learning about the begins of human life on our planet. It introduces the key themes of civilisation and legacy.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present.(EYFS)

Key vocabulary & understanding:

civilisation, dynasty, location, river valley, irrigation, achievements.

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and **world history**, establishing clear narratives within and across the periods they study. **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.** They should regularly address and sometimes devise historically valid questions about **change, cause, similarity and difference, and significance.** They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

-changes in Britain from the Stone Age to the Iron Age.

-the Roman Empire and its impact on Britain

-Britain's settlement by Anglo-Saxons and Scots

-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

-a local history study

-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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

-Ancient Greece – a study of Greek life and achievements and their influence on the western world

-a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Specific unit objectives

- To know what a civilisation is.
- To name and locate each of the four ancient civilisations.
- To identify key features from each of the four ancient civilisations.
- To make connections and contrasts eg. change, cause, similarity and difference.
- To identify some similarities/ differences between different times in the past in periods covered so far.
- To know what a legacy is and identify the legacies left by the four ancient civilisations.
- To investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.
- To describe the impact of events in the more distant past on modern life.
- To describe how the past can be represented or interpreted in a few different ways.
- To ask and answer questions about how and why events and people being studied are significant.
- To use a range of sources or artefacts to learn more about the past.

Key Questions

What is a civilisation?

Was everyone an Ancient Egyptian?

What would the ancient civilisations need to have in order to function as a city?

What was the greatest achievement of each civilisation?

Where in the World did each of these civilisations exist?

What do these early civilisations have in common?

How are they different?

What are the legacies of these civilisations?

What is a legacy?

Key Knowledge

Know about and name some of the advanced societies that were in the world 3000 years ago.

Know about some of the key features of Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty.

Identify common features of these early civilizations.

Key Texts

Weslandia by Paul Fleischman (2007)

The Indus Valley Civilisation- Rhona Dick. Building History:

Indus Valley City - Gillian Clements

Step into Mesopotamia - Lorna Oakes

Egyptology - Templar publishing
A selection of non-fiction books to use as sources.



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In this unit, the children will learn that people have been living in Britain for a very long time. They will investigate the changes that occurred over a time span of 10,000 years during the three main periods in history: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunting and gathering to farming. In the Iron Age, the Celts built hill forts for protection from their enemies, some of which contained entire villages within their imposing walls. Copper, then bronze and finally iron started to be used to make weapons and tools. This topic builds upon the children's learning of the four Ancient Civilisations (Y3) and allows for comparisons to be made. This topic prepares children for their later learning and can be referred to when studying the Romans and Ancient Greeks. Children will have the opportunity to apply their historical learning in their writing unit based on the book Stone Age Boy.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present.(EYFS)

Children should know what a civilisation is and be able to describe some of the earliest civilisations (Y3 – Ancient Civilisations)

Key vocabulary & understanding:

Sources, BC, age, farmer, hunter-gatherer, stone, bronze, iron, paleolithic, mesolithic, neolithic, settlement, hill fort, homestead, weapon, bronze, iron.

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- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
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Specific unit objectives

- To be able to order significant events that have happened within the Stone, Bronze and Iron Ages.
- To be able to compare the Stone, Bronze or Iron Age to Ancient Civilisations already studied.
- To begin to understand that the past is divided into differently named periods of time.
- To begin to place events, people and changes of British, and world history, on a timeline, using appropriate dates.
- To develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day).
- To begin to understand the scale of history
- To identify some similarities/ differences between different times in the past in periods covered so far.
- To investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.
- To describe how the past can be represented or interpreted in a few different ways.
- To use a range of sources or artefacts to learn more about the past.

Key Questions

- Who lived in Britain in the 'old' Stone Age(Palaeolithic)? How did they survive?
- In what ways did things change around 4000BC?
- Who were the first farmers?
- How big a change was it from hunter-gatherers to farming?
- Is bronze better than stone?
- How is iron made? What was it used for?
- What was the impact of bronze and iron tools on the way people in Britain lived?
- Which had the most impact bronze or iron?
- When was it better to live – Stone Age, Bronze Age or Iron Age?

Key Knowledge

Know how Britain changed between the beginning of the Stone Age and the Iron Age.

Know the main differences between the Stone, Bronze and Iron Ages.

Know what is meant by farmer and hunter-gatherer.

Key Texts

- Stone Age Boy – Satoshi Kitamura
- The first drawing – Mordicai Gerstein
- Range of non-fiction books for a range of secondary sources.
- Ug – Raymond Briggs
- Savage Stone Age – Terry Deary
- The Boy With The Bronze Axe – Kathleen Fiddler
- The first drawing - Mordicai Gerstein



The BIG Picture

In this unit, the children will study Ancient Egypt. Most children of this age will have some prior knowledge that they can bring to the topic, even if it's only tombs, pyramids and mummies! From the familiar, the children can then delve deeper into the culture of the Ancient Egyptians, finding out more about their daily life and common beliefs. Children will be introduced to the key features of Ancient Egyptian civilisation through the beliefs and attitudes of these ancient people. They will examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians. This provides the children with great opportunities for comparative work and to form judgments on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. Children will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. They will return to the concept of significance when examining what the Egyptians achieved and its impact on the world today. This unit build upon the previous Year 3 unit about the Ancient Civilisations.

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-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

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What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present.(EYFS)

Children should know what a civilisation is and be able to describe some of the earliest civilisations (Y3 – Ancient Civilisations)

Children will know some information about Ancient Egypt (4 Ancient Civilisations)

Key vocabulary & understanding:

Ancient, ancient times, Tutankhamun, historical enquiry, names of Egyptian Gods and Goddesses, civilisation, hieroglyphics, pyramids, pharaoh, afterlife.

Key Knowledge

Ancient Egypt was a complex and highly civilised society with complex belief systems. Their civilisation adapted to the needs of their way of life, centred around farming and the Nile. There is a range of evidence to help us piece together the lives of Ancient Egyptians but there are many gaps in this evidence.

Key Texts

Meet the Ancient Egyptians – James Davies
Egyptian Cinderella – Shirley Climbo
Marcy and the Riddle of the Sphinx – Joe Todd Stanton
The Story of Tutankhamun – Patricia Cleveland-Peck
Awesome Egyptians – Terry Deary
The Plot On The Pyramid – Terry Deary
Range of non-fiction books for a range of secondary sources.

Specific unit objectives

- To understand religion in Ancient Egyptians times and the impact this had on people and their day to day rituals.
- To know about the lives of people in the Ancient Egyptian times.
- To compare Ancient Egypt with one of the civilisations previously studied.
- To recall significant events from Ancient Egyptians times – the start of mummification, building of the pyramids etc
- To begin to understand that the past is divided into differently named periods of time.
- To begin to place events, people and changes of British, and world history, on a timeline, using appropriate dates.
- To investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.
- ask and answer questions about how and why events and people being studied are significant.
- To identify the legacy of Ancient Egypt.

Key Questions

Who were the Egyptian Gods?

What importance did animals have in Ancient Egypt?

Why did the Egyptians build temples, tombs and pyramids? What were they like?

What religious festivals were there in Ancient Egypt? How did the Egyptians Celebrate them?

What did the Egyptians believe about death and what happens to you when you die?

What was the role of the Pharaoh on Earth?

What can the tomb of Tutankhamun tell us about Egyptian beliefs?

How do we know about the Ancient Egyptians?

How is Ancient Egypt different to the other civilisations you have studied?

What is the legacy of Ancient Egypt?