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| **History**  **Medium Term Planning**  **Year B**  **Class 3 – Year 3&4** | | | | | |
|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Overview of early civilizations – Sumer, Indus, Egypt, China**  What did the first cities have in common and what were their achievements? | **Egyptians**  What were the specific achievements of one of the Ancient Civilizations – Ancient Egypt? | | **The King’s Coronation**    **Achievements of the Ancient Greeks**  Ancient Greece – a study of Greek life and achievements and their influence on the western world | |
| **Key disciplinary knowledge** | **Similarity and difference**  **historical significance** | | **Similarity and difference**  **historical significance** | | **continuity and change**  **interpretation**  **historical significance** |
| **Golden thread…**  **substantive knowledge** | **Settlement / cities/ rivers**  **Achievements**  **Travel / Transport**  **Diversity** | | **Settlement / cities/ rivers**  **Achievements** | | **Settlement / cities/ rivers**  **Achievements**  **Travel / Transport** |
| **Links to Prior Learning** | In KS1 children have looked at historical knowledge from the past beyond living memory during the unit ‘London is burning…so is Nantwich’. | | Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.  Children have been introduced to the concept of time being split into BCE and CE. Children will know that early civilisations changed when agriculture began.  This unit of learning continues from the previous term. The children have looked at the four early civilizations, the four cities and the achievements.  This unit takes a deeper look at Ancient Egypt. | | In KS1 Children have looked at the history of our past queens in the unit of study ‘2 Queens and a King’. They have used timelines and compared compare similarities and differences between the monarchs. |
| **Links to Future Learning** | To allow lower KS2 children to make links to past or future learning about Prehistoric Britain and draw out the similarities and differences and understand the significance of these 4 ancient civilizations against how Britain was at the same time. | | Children will learn about ancient civilisations and begin to develop further understandings of how settlements flourished. They will continue to develop their understanding of abstract concepts such as empire, monarchy and trade.  The children will make links to the Maya and how they made pyramids. Children will now have a well developed understanding of civilisation about monarchy.  Children will use their understanding of rebellion, empire and monarchy to explore crime and punishment and world war two. | | In KS2 children will broaden their knowledge of history beyond living memory when studying ‘Anglo-Saxons and the Vikings’.  They will also apply knowledge of war and the affects this has had upon the UK and wider world. |
| **Links to Geography** | **space, interconnections,**  **cultural awareness and diversity**  Geography - an overview of where the first civilizations appeared (the importance of rivers to the first cities and introduction to latitude)   * Which countries are the first civilizations in, and what do you notice about where these countries are located? * What is the common physical geographical feature that the ancient civilizations all have in common? * How did the location of Ancient Egypt match the locations of the other civilisations at the time? Did Egypt experience any problems from its location? | |  | | **space, interconnections,**  **cultural awareness and diversity**  The influence of the Geography of Ancient Greece on their need to spread their empire to get foods and minerals which didn’t grow or which weren’t available in their own rugged, mountainous peninsula.  The Greeks used the Mediterranean like a super highway for trade. This in turn allowed them to influence the Western world. |
| **Core Learning**  **Knowledge** | * Where were the first cities built? * What did the four earliest civilizations need to set up as the first cities? * What can I learn about the ancient civilisations from pictures of significant artefacts in the British Museum? * What were the significant achievements of some of the Ancient Civilizations and how do they still influence us today? | * What were the specific achievements of one of the Ancient Civilizations – Ancient Egypt? * How similar and how different were the Ancient Egyptians to the people living in Stone Age Britain? * What were the greatest achievements of the Egyptians? * What did the first civilizations have in common and what were their achievements? | | * When did the Greeks have their most influence? * What is Democracy? Why did the Ancient Athenians and people in the UK today believe it is important? * How can we find out about daily life in Ancient Greece? * What clues can you find in the ruins of the Acropolis about the lives of ancient Greeks, and the influence they have had on our lives today? * How did the Olympic games begin and what is the legacy? | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I understand that different civilizations were developing at the same time? 2. Can I identify the major achievements of the Ancient Civilizations? 3. Can I use images of artefacts?   (Choose a session at your local museum or  visit the World Museum in Liverpool to look  at the real artefacts)   1. Can I identify the significant achievements of three of the Ancient Civilizations? | 1. Can I say how pyramids could have been built using evidence?  2. Can I say what was the same and what was different about two societies - the Ancient Egyptians to the people living in Stone Age Britain?  3. Can explain the greatest achievements of the Ancient Egyptians. | | 1. Can I understand where a period of time fits in the past and compare it to other periods of time? 2. Can I understand the meaning and importance of the word Democracy? - Why did the Ancient Athenians and people in the UK today believe it is important? 3. Can I say what artefacts and archaeological sites tell us about what life was like in Ancient Greece? - How can we find out about daily life in Ancient Greece? 4. Can I use architecture to say what life might have been like in Ancient Greece? - What clues can you find in the ruins of the Acropolis about the lives of ancient Greeks, and the influence they have had on our lives today? 5. Can I use architecture to say what life might have been like in Ancient Greece?   Can I explain the influence of the Ancient Greeks on modern architecture? - What can we learn from Greek architecture? How did the Ancient Greeks influence our architecture and city layout today?   1. Can I find out about the first Olympic Games? 2. Can I research and understand the influence of the Greeks on a range of aspects of life today e.g. Maths, Language, theatre, Science and medicine? 3. Can organise my thoughts, think critically, weigh evidence, sift arguments, and develop perspective and judgement? 4. Can I speak like a historian? - So, which was the greatest Greek influence? How did the Ancient Greeks change the world? | |
| **Vocabulary** | Civilisation ancient BC AD BCE CE  Cuneiform Pictographs hieroglyphics Script Symbols Rosetta Stone Translate  Rosetta Jade Seal artefact  Achievement Significant Drainage System Development | Pharaoh pyramid structure tomb labourers’ mausoleums  Society Similarities Differences Hunting Harvesting Gathering Stone Age Irrigation  Pyramids hieroglyphics medicine translate  Papyrus | | Ancient Greece Minoan  Athens Sparta Democracy Laws civilisation justice culture, laws,  Apollo Delphi Parthenon Ephesus sources  Acropolis colonnades Parthenon Agora Propylaea Erectheum citadel  Hippocrates Euclid Pythagoras Archimedes  Philosophers Aristotle Plato Socrates | |
| **Personal Development** | How do you think these civilisations have created the world we live in today? | Why do you think ancient Egypt had influence on the rest of the world? | | Who was the greatest influence on the world? Why?  What do you think is the biggest achievement of these places? | |
| **Quick Quiz** | What did the first civilizations have in common and what were their achievements?   * Children to answer the Enquiry question for the unit in a variety of ways to suit their ability. E.g. Write a report to compare how much Egypt had in common with the other three other ancient civilisations in terms of location, time and their greatest achievements – intro, 3 paragraphs, conclusion |  | | Which was the greatest Greek influence? | |