

Year 5/6

The Historical Association's Scheme of Work for Primary History



Introduction to early civilisation units:

What do all the Ancient Civilisations have in common?

About this unit

This enquiry provides an overview of the following Ancient Civilisations – Egypt, Sumer, Indus Valley and Shang, showing where they developed, when they developed, the similarities between them and how they relate to a broadly based chronological understanding of the past. It provides a context for studying one of them in depth.

This unit is supported by the following: Bracey, P (2016) 'So was everyone an Ancient Egyptian? Developing an understanding of the world in Ancient Times'. *Primary History*. Issue 73, pp.12-17

Key vocabulary: civilisation, dynasty, location, river valley, irrigation, achievements.

Note: The wording of some questions assume that it relates to a depth study on Ancient Egypt. However, you can use it with any of the four early civilisations.

Unit Structure

This enquiry is structured around the following question:

1. What do all the Ancient Civilisations have in common?

How this unit links to the new national curriculum for primary history

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.

It will be followed by and a depth study of one of them

Enquiry 1: What do all the Ancient Civilisations have in common?

I LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should learn a chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study.</p>	<p>So was everyone an Ancient Egyptian? What does our interactive timeline tell us? Working in groups children are given cards indicating the time span of Ancient Egypt, Sumer, Indus Valley and Ancient China (the latter relates the Shang Dynasty to Ancient Chinese Dynasties so that it can be compared with the other three civilisations) together with more recent topics (e.g. the Anglo -Saxons, the Tudors) which they place on a timeline.</p> <p>This is followed by the following group discussions - what does it tell us? What questions do we have about these Ancient Civilisations and societies?</p>	<p>Working in groups use the global timeline accompanying this SOW</p>	<p>Can the children establish clear comparisons between the early civilisations and relate them to their broader context?</p> <p>Can the children explain that the four listed ancient civilisations started at different times and were of different</p>

<p>Children should address and sometimes historically valid questions about similarity and difference, and significance.</p> <p>To frame Historically valid questions</p> <p>To inspire pupils' curiosity to know more about the past.</p>	<p>So was everyone an Ancient Egyptian? Whole group reflects on timeline/ similarity and difference tasks and answers the enquiry question.</p> <p>What else was happening in the world at the time of the Ancient Egyptians? Children are provided with maps and information cards related to each of the first civilisations, together with a world map in order to answer this question. The task will enable them to compare their depth study with the other civilisations.</p> <ol style="list-style-type: none"> 1. They are all on the same line of latitude (NOT the Equator – but along the line approx. 30 degrees north.) Why do they think the first cities were built along this line? What were the advantages that allowed the first civilisations to grow here? Was it just the climate? 2. What do the four Ancient Civilisations all have in common on the specific location along the 30 degrees north line of latitude? They all grew up along a river. Ask children working in groups to list what would be the advantages of building an early city along a river. Can they come up with at least five different reasons? (E.g. water for irrigating farmland to grow crops, for fishing for food, for washing, for hygienic ways of dealing with sewerage/ waste disposal, for an easier form of transport, for trade, for religious reasons etc.) 3. Ask the children to write new questions based on their new learning. 	<p>You can also download the Ancient Civilisations World poster from the HA website</p> <p>https://www.history.org.uk/primary/resource/9359/pull-out-posters-primary-history-73</p> <p>As an introduction find Iraq/Iran, Egypt, and N.E. Pakistan on a world map and/or use Scoffham, S.(2014). <i>World in Maps</i>. London: Collins</p> <p>The following posters provide timelines which you may find useful after comparing the four civilisations</p> <p>https://www.history.org.uk/primary/resource/9362/pull-out-posters-primary-history-68</p> <p>https://www.history.org.uk/primary/resource/9360/pull-out-</p>	<p>durations, but there is one period when all were building cities and their civilisations at the same point in time?</p>
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<p>Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p>What would the ancient civilisations need to have in order to function as a city?</p> <p>Split the class into four groups. They could move round in a carousel of activities so they get the chance to research all the four ancient civilisations.</p> <p>Use the information and pictures using the search function of the Historical Association to find pictures in the Primary History publications. Print off images for each group to use to investigate their civilisation.</p> <ol style="list-style-type: none"> 1. They would each need to develop a uniform accepted writing script. Why would this be a necessity? Use images of Historic writing on the British museum website. Try to copy some of the script. Can they identify any repeating marks? What do they think it represents? 2. They would also need an agreed number system. Why? Can they find out what their ancient civilisation's numbers looked like? 3. Would you need to set up any other agreed systems in your city? What else would you need to think about? E.g. defence, laws, roads, where to build public buildings etc. 4. Ask children to write new questions based on their new learning. <p>What was the greatest achievement of each civilisation?</p> <ol style="list-style-type: none"> 1. Give each group some pictures of one of the civilisations, which they can investigate any clues for what they might have invented. E.g. the picture of the Ancient Sumerian chariot for the wheel, photographs of the city of Mohenjodaro, (Indus Valley) with its grid pattern of the main streets with residential blocks with access to deep wells, baths, drains, designed with pits to trap sewage, paper, jade or silk from the Shang Dynasty and irrigation 	<p><u>posters-primary-history-69</u></p> <p>You can find maps and pictures related to the location of the four civilisations on pages 16-17 in <i>Primary History Issue 73</i>.</p> <p>The following articles in Primary History are helpful: PH73 Egypt: PH67 Indus Valley: PH68 Sumer PH69 Shang: PH70</p> <p><u>www.britishmuseum.org/explore/themes/writing/historic_writing.aspx</u></p> <p><i>Weslandia</i> by Paul Fleischman (2007) provides a creative, imaginative story of a boy who sets up his own civilisation in his own backyard during the summer holidays. Some similarities between this fictional book and the truth of real ancient</p>	
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<p>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>systems, pyramids and mummies of Egypt.</p> <ol style="list-style-type: none"> 2. Encourage the children to write new questions based on their new learning and discoveries. 3. Ask the children to vote which of the achievements they think is the greatest – which is the most important, which we still use or influences life in cities today. <p>This could indicate which of the four civilisations the whole class should study in depth, rather than automatically choosing the Ancient Egyptians. You should also think about the cultural heritage of the children in the class. Is there an obvious choice based on the diversity of the cohort or school's local setting?</p>	<p>civilisations could be explored.</p> <p>Primary History publications: PH73 Egypt: PH67 Indus Valley: PH68 Sumer PH69 Shang: PH70</p> <p>The following History Detective Investigates key stage 2 textbooks published by Wayland are a useful resource:</p> <p>Davis(2015) <i>Ancient Sumer</i>.London:Wayland</p> <p>Martin, C. (2015) <i>Indus Valley</i> London: Wayland</p> <p>Minay,R. (2015) <i>Ancient Egypt</i>.London: Wayland</p> <p>Barker,G. (2015) <i>The Shang Dynasty of China</i>. London:Wayland</p>	
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How will this enquiry help children to make progress in history?

The activities focus on encouraging children to develop a coherent understanding of the past.

This will provide:

- an understanding of comparisons between the first civilisations.
- the ability to understand how the first civilisations relate to a broadly based chronological understanding of the past.

How might this enquiry be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The civilisations of Ancient Egypt, Sumer, Indus and Shang Dynasty in Ancient China
- The global nature of the war and people involved.

Younger and/or less able children could demonstrate a understanding of by:

- More support/ structure with the tasks
- Focus on three out of the 4 questions - So was everyone an Ancient Egyptian? What does our interactive timeline tell us? What else was happening in the world at the time of the Ancient Egyptians? What was the greatest achievement of each civilisation?