

# Mendell Primary School

Aspire Challenge Achieve

## Medium Term Plan History



<b>Year Group:</b> 4	<b>Term:</b> Summer #1 2022	<b>Teacher:</b> Hannah Jones	<b>Subject lead:</b> Dionne Sanati	<b>Overview:</b> Early Civilisations	<b>Key End Points:</b> By the end of this unit children will be able to: - Give number of examples in world history of civilisations that existed before, after and alongside each other and chronologically order them. -Compare and contrast some of the characteristics and significant developments of the earliest civilisations and the impact of some of their achievements.					
<b>Links to other learning:</b> Geography - Map work Maths - scaling in timelines	<b>Relevant Prior Learning:</b> In Yr3/4 chn have studied civilisation in Britain during the Stone Age to Iron Age and some of the causes and effects of Roman, Anglo-Saxon and Viking invasion on Britain. They have compared and contrasted some of the characteristics of Anglo-Saxon, Viking and Roman Britain civilisations and identified some aspects of continuity and changes between them.		<b>Relevant Future Learning:</b> In Year 5 chn will learn about the Ancient Egyptian civilisation in depth.		<b>High Quality Text:</b>	<b>Risk Assessment:</b>	<b>Teacher CPD:</b> Mr T Does Primary History NEW Chronology Clip LKS1 <a href="https://www.youtube.com/watch?v=dIqpwioWv1Y&amp;t=3s">https://www.youtube.com/watch?v=dIqpwioWv1Y&amp;t=3s</a>  Read through Anglo-Saxon articles and listen to podcasts on HA website to support subject knowledge prior to teaching. <b>Very useful article related to Year 4 Teacher</b> <a href="https://www.history.org.uk/primary/resource/9269/the-vikings-ruthless-killers-or-peaceful-settlers">https://www.history.org.uk/primary/resource/9269/the-vikings-ruthless-killers-or-peaceful-settlers</a> <a href="https://www.history.org.uk/primary/resource/3867/the-vikings-in-britain-a-brief-history">https://www.history.org.uk/primary/resource/3867/the-vikings-in-britain-a-brief-history</a> <b>Comprehensive CPD for the History of the Vikings for subject knowledge</b> <a href="https://www.history.org.uk/primary/module/4806/the-vikings-primary-e-cpd">https://www.history.org.uk/primary/module/4806/the-vikings-primary-e-cpd</a> <b>Podcast CPD</b> <a href="https://www.history.org.uk/primary/module/4663/podcast-series-the-vikings">https://www.history.org.uk/primary/module/4663/podcast-series-the-vikings</a>  Additional reading if time allows ???? Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1			
<u>Learning Intention</u>		<u>Lesson Outline</u> (Key Questions in colour)			<u>Resources</u>		<u>V</u> <u>o</u> <u>c</u> <u>a</u> <u>b</u> <u>u</u> <u>l</u> <u>i</u> <u>a</u> <u>r</u> <u>y</u>	<u>Lowest</u> <u>20%</u> <u>Adaptations</u> <u>ons</u>		
1 2	I can - compare and contrast timelines and geographical locations for the	<b>Recap: Words of the week: chronology/ chronological order</b> <b>-the arrangement of events or dates in the order of their occurrence.</b>  <b>New Words of the week: civilisation &amp; concurrent</b> <b>Civilisation - The stage of human social and cultural development and organization that is considered most advanced.</b> <b>Concurrent - Two or more events happening or existing at the same time.</b>			<b>Teacher to prepare scale for WW in advance and calculate scales for each time period based on wall size.</b>  Lesson 1-2 ppt  Example of what the timeline will start to look like on the WW			<b>Chronology/ chronological order</b>  <b>Civilisation</b>  <b>Concurrent</b>		

earliest civilisations

Today you are going to begin to find out about some of the earliest civilisations in history from across the world. **Our overarching enquiry question for this unit is...**

In the next two lessons will use maps to identify geographical links between some of the earliest civilisations and will make comparisons of the similarities and differences we notice. We will also chronologically sequence multiple timelines and then make links between them clearly explaining our thinking and reasoning. **Our enquiry question for today is... What were some of the earliest civilisations, when and where did they begin?**

Task 1: Working in small mixed ability groups give chn a time period from list in resources to scale using border paper (scale will depend on working wall size). Teacher to give chn approximate scaling to support e.g. 100 years = 10cm. Period of time to scale should include: Ancient Egypt, Ancient Sumer, Ancient Indus Valley and The Shang Dynasty together with more recent topics (e.g. Stone Age, Bronze Age, Iron Age, Romans Empire, Roman Britain, the Anglo-Saxons). Challenge - Chn can research dates and then scale other time periods that they may know e.g. Victorians. Chn to add their timelines to WW ready for key discussions. **Take photos of scaling process and completed timeline on WW for chn's books.**

Key discussions - Whole class discussion based on the timeline:  
**What do these timelines tell us about the chronology of these world civilisations? Which was the earliest? Which is closest to now? Which civilisations were concurrent (existed at the same time)? What do these timelines tell us about the duration of each civilisation? Which civilisation existed longest? Which was the shortest? Can you remember why some of these civilisations fell or disappeared? What else was happening in the world at the same as...The Stone Age in Britain? The Roman Empire in Britain? The Ancient Egyptians?**

**Do you think that these are the only early civilisations?**  
No there we others such as the Ancient Mayans (show maps on ppt) who occupied southern Mexico and northern Central America (Guatemala, Belize, western Honduras, and El Salvador) from around 2600BC until about 900AD. **Teacher to add their own scaled timeline for the Mayans to the WW.**

Task 2: Chn to write a few sentences to reflect on their timeline findings. Sentence stems to support.  
*There were many early civilisations including...*  
*The earliest civilisation we add to our timeline was the...*  
*The civilisation closest to now was the...*  
*On our timeline I noticed that the ... and the ... civilisations were **concurrent** which means they existed at the same time.*  
*The civilisations with the longest duration was the...the shortest duration was the...*  
*At the same time as the ... In Britain the ... civilisation existed so they were **concurrent**.*

Plenary: Chn to post it questions on working wall to be addressed during this unit of work. **What questions do we have about these ancient civilisations and societies?**

Explore before showing maps: Ask chn to speculate about the earliest civilisations and where on the planet the class think they'd have lived and



<https://www.history-rocks.com/ks2-timeline>  
Teacher prepared scaled timeline for the and Mayan civilisation.

Dates for chn to scale on timelines.  
Ancient Sumer 3500BC - 2000BC  
Ancient Egypt 3100BC - 332BC  
Indus Valley 2600BC - 1300BC  
Shang Dynasty 1600BC - 146BC  
Stone Age 3500BC - 2500BC  
Bronze Age 2500BC - 800BC  
Iron Age 800BC - 43AD  
Roman Empire 753BC - 476AD  
Roman Britain 43AD - 410AD  
Anglo-Saxon Britain 450AD - 1066AD  
Viking Britain 793AD - 1066AD

Dates for teacher to scale on timeline.  
Ancient Maya 1800BC - 1500AD  
Mesopotamian 3100BC - 539BC

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**Ipads needed or world maps so chn can explore geographical locations further.**

Map resources on lesson 1-2 ppt  
Ancient Egypt = Egypt (Africa)  
Ancient Sumer = Mesopotamia = present-day Iraq, and parts of Iran, Turkey, Syria and Kuwait (Asia/ Europe)  
Ancient Indus Valley = Pakistan (Asia)  
The Shang Dynasty = China (Asia)

Teacher model for reflection:  
*Today, I found out that the .....civilisations developed along the same geographical location (along the same line of latitude).*

*In addition, they had similar geographical features (located along rivers and the sea) and had similar climates (semi-arid). These*

Geographical location  
Geographical features

Teacher led group write for task 2. Sentence stems to support.

		<p>why. <b>Where on the planet would the earliest civilisations have begun? Why? What geographical features would you expect them to settle near to?</b></p> <p>Task 1 (Independent/ partner or group): Introduce the maps of the earliest civilisations opposite and identify the modern countries these civilisations would have been located in (note on WW). Give chn time to analyse maps and relate their ideas to the initial theory and geographical features using guide questions below.</p> <p>Whole class feedback to their analysis.  <b>What do you notice about their locations?</b>  <i>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?</i></p> <p><b>Look closely, what can you see that 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 and had easy access to the sea. Their locations also meant that the climates were/are semi-arid, with hot summers and sporadic rain. The presence of rivers would have made it humid, fertile and ideal for nomads to start settlements.</b></p> <p><b>What would be the advantages of building an early city along a river or near the sea? Can you come up with at least five different reasons?</b>  <i>(E.g. fresh water for irrigating farmland to grow crops, fishing for food, for washing, for hygienic ways of dealing with sewerage/ waste disposal, for an easier form of transport, for trade, water for religious reasons etc.)</i></p> <p>Challenge question (show map on ppt)- <b>Why is the geographical location of some of the Mayan cities unique in comparison to other early civilisations?</b>  The Mayans are unique in comparison to the other civilisations because some of their major cities were not located near rivers or coastlines. This is because the Mayans could access cenotes (a water source in a natural pit or sinkhole).</p> <p>Independent Reflection: Chn to write a brief paragraph to explain their findings today to answer the second part of enquiry question. Teacher model opposite. Chn could also cut and stick some of the maps to accompany their writing.</p> <p>Optional addition if time allows - show the videos introducing the Indus and Sumer.</p>	<p>would have benefited the civilisations because...</p> <p>Optional additional videos  <a href="https://www.youtube.com/watch?v=JAXIqPQybYE">https://www.youtube.com/watch?v=JAXIqPQybYE</a>  <a href="https://www.youtube.com/watch?v=ygCqBZ_n9MM">https://www.youtube.com/watch?v=ygCqBZ_n9MM</a></p>		
3	<p>I can compare and contrast some of the developments in the earliest civilisations</p>	<p><b>Recap: Words of the week: Primary source &amp; secondary source</b>  <b>-A primary source is a work that gives original information. It is something that comes from a time being studied or from a person who was involved in the events being studied.</b>  <b>-A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching.</b></p> <p>Today we will be exploring historical sources (primary and secondary sources) to find out about some of the developments of the earliest civilisations. We will gather our information to compare and contrast the different developments to help us answer <b>the enquiry question...Why were these civilisations so successful?</b></p>	<p>Lesson 3 ppt</p> <p><u>Task 1 resources needed</u>  -Lesson 3 sources packs (good visual starting point for all children)  -Earliest civilisations overview information sheets pdf saved in G drive  -Ancient civilisations timeline poster</p>	<p><b>Primary source &amp; secondary source</b></p> <p>Compare and contrast</p> <p>Achievements</p> <p>Coinage</p> <p>Trade</p> <p>Government</p>	

	<p>Whole class mind map ideas on WB to this initial question...</p> <p>What would the ancient civilisations need to have in order to function as a city? Chn may suggest things like a writing system, coinage/ trade system, government/ leadership structure, laws, public buildings, defence systems (army/ navy etc...) roles in society/ jobs, transport routes (e.g. roads), trade systems, food supply systems etc...</p> <p>Task 1: 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 using the sources packs. Chn to record their findings in table format (see example opposite).</p> <p>During research teacher to circulate and recap words of the week by questioning chn as to whether the source they are looking at is a primary or secondary source.</p> <p>Are you analysing a primary or secondary source?  Why do you think is a primary or secondary source?  What is the source giving you information about?  Can you identify any similarities between sources? Any differences?  Do you think that this achievement helped to make the civilisation successful?</p> <p>Review of chn's findings...</p> <ol style="list-style-type: none"> <li>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?</li> <li>They would also need an agreed number system. Why? Can they find out what their ancient civilisation's numbers looked like?</li> <li>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.</li> </ol> <p>Plenary question for debate: Which development do you think would have been the most important for these early civilisations? If time allows chn could reflect on their final thoughts in a summary sentence.  I think the most important development for the early civilisations was...because...</p>	<p>Ipads should be available as well for additional research as website links are included in the sources packs.</p> <p>Teacher could also photocopy pages from library books that provide information required.</p> <p>Example grid to compare and contrast on ppt</p> <table border="1" data-bbox="1332 363 1778 547"> <thead> <tr> <th></th> <th>Ancient Egypt</th> <th>Ancient Indus Valley</th> <th>The Shang Dynasty</th> <th>Ancient Sumer</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number system</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Government/ laws</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Transport</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Buildings</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Trade</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other developments</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The following articles in Primary History are helpful for teacher subject knowledge:  PH73  Egypt: PH67  Indus Valley: PH68  Sumer PH69  Shang: PH70</p> <p>Keep sources packs as they will be useful for the next lesson.</p>		Ancient Egypt	Ancient Indus Valley	The Shang Dynasty	Ancient Sumer	Writing					Number system					Government/ laws					Transport					Buildings					Trade					Other developments					<p>monarchy  Society  Trade  Hieroglyphics  Cuneiform  Public hygiene systems</p>	
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4	<p>I can explore the significance of some of the achievements of the earliest civilisations</p> <p><b>Recap - words of the week: significant/ significance and legacy</b>  <b>Significant - A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.</b>  <b>Legacy - something that is handed down from one period of time to another period of time.</b></p> <p><b>Recap - Ian Dawson's criteria for significance.</b>  What significant people or events do you know about?  Can you use the criteria to explain why they were significant?</p> <p>Today we will build on our knowledge from last lesson to think more deeply about the achievements of the earliest civilisations. We will debate the idea of significance to help us answer <b>the enquiry question..How significant were the achievements of the earliest civilisations?</b></p> <p>Whole class discussion: Recap key achievements using knowledge from prior lesson.</p>	<p>Ian Dawson's criteria for significance:</p> <ul style="list-style-type: none"> <li>-Changed people's lives (this can be for the better or worse).</li> <li>-Changed events at the time they lived.</li> <li>-Had a lasting impact on their country or the world.</li> <li>-Had been a really good/bad example to people of how to live and/or behave.</li> </ul>	<p><b>significance</b>  <b>legacy</b></p> <p>achievements</p>																																									

		<p>Activity 1: Split the class into groups to represent each civilisation. Ask them to prepare a presentation to persuade the other groups that their achievements were the most significant. Chn to use questions below to ensure their presentations cover key points. This can be done verbally, using a poster, PowerPoint, iMovie etc...</p> <p>What are some of the achievements of your civilisation? Why are they significant? What is their impact/ legacy on today's world?</p> <p>Activity 2: Groups to present. Then debate which group was the most persuasive and their reasons to support their views.</p> <p>Activity 3 (independent): Chn to write a summarising statement of their final thoughts to answer the enquiry question.</p> <p>Reflection: Pose the question... Can we really reach a final decision about which achievement was the most significant? Does that make that civilisation more or less important in world history? Will people's views on this alter across the world and throughout different time periods? Chn should begin to understand that significance is based on the viewpoints of different people, societies, time periods and cultures. Therefore it can change dependant on these factors and that it is a challenge for historians to define significance and to reach a final answer!</p>	<p>Chn will need their research from the previous lesson and <b>ipads</b> to extend it. <b>You will also need some ipads/ laptops for chn who decide to present using ppt or imovie.</b></p> <p>Example summarising statements: <i>I believe the most significant achievement was...by the...because...</i></p> <p><i>In my opinion, the achievements of the...which were...were the most significant because...</i></p> <p><i>I think that the achievement of...by the...was the most significant because the legacy of it today is...</i></p>		<p>Teacher led group write for activity 3</p>
5	<p>I can compare and contrast one of the earliest civilisation with British history at the time</p> <p>I can explore cause and consequence</p>	<p>Today we will answer two enquiry questions. To answer the first one we will need to think back to what we learnt about the Stone Age, Iron Age and Bronze Age people in Britain from Year 3. We will then use this knowledge to compare and contrast Britain with one of the earliest civilisations to answer the enquiry question... <b>What was happening in Britain when...?</b></p> <p><b>Recap from lesson 1 Word of the week: concurrent/ concurrence</b> <b>Concurrent - Two or more events happening or existing at the same time.</b></p> <p>Refer back to working wall timelines from lesson 1 and circle (this could be done using string) various periods of <b>concurrence</b> posing the question... <b>What was happening in Britain when...?</b></p> <p>What was happening in Britain during the period of the Ancient Sumer civilisation in Mesopotamia? What was happening in Britain as the Indus Valley civilisation was growing? What period of British history was it when the Shang Dynasty ruled? What was happening in Britain as the Ancient Egyptian civilisation was declining?</p> <p>Begin to compare the achievements of Bronze Age Britain against the achievements of the other early civilisations. This is a good opportunity to revisit prior learning from Year 3 about the achievements of Bronze Age Britain.</p> <p>Can you remember from Year 3 what some of the achievements were of the Bronze Age people in Britain? <b>Teacher to include various visual prompts on ppt to support chn's recall.</b></p> <p>Chn should recall the following... Materials - The Beaker People migrated from Central Europe bringing advancements in pottery. Materials - The discovery of bronze (produced by combining copper and tin) was a major advancement during the Bronze Age. A stronger material than the</p>	   <p>Beaker people migration</p>	<p><b>concurrence</b> decline growing</p> <p>advancements</p> <p>achievements</p> <p><b>cause effect/ consequence</b></p>	

stone and copper bronze used previously it allowed the people of Britain to make more durable weapons, armor, artistic media, and luxury objects. Buildings - The existing temple at Stonehenge was improved. Clothing - Textile production had also got under way by this time. Women would wear long woollen skirts and short tunics. The men wore knee-length wrap-around skirts, or kilt-like woollens, as well as tunics, cloaks and even one-piece garments.

Teacher to model writing a compare and contrast sentence for Bronze Age Britain with one of the other civilisations drawing on prior learning from Year 3 and previous lesson. Examples below..

-The Ancient Sumer civilisation is **concurrent** with Stone Age and Bronze Age Britain. I think that the \_\_\_\_\_ were more/ less advanced than \_\_\_\_\_ because...

-The Indus Valley civilisation is **concurrent** with \_\_\_\_\_ Age Britain. I think that the \_\_\_\_\_ were more/ less advanced than \_\_\_\_\_ because...

-The Ancient Egyptian civilisation is **concurrent** with \_\_\_\_\_ Age Britain. I think that the \_\_\_\_\_ were more/ less advanced than \_\_\_\_\_ because...

-The Shang Dynasty civilisation is **concurrent** with \_\_\_\_\_ Age Britain. I think that the \_\_\_\_\_ were more/ less advanced than \_\_\_\_\_ because...

Task 1 - chn to write their own compare and contrast sentences to answer the question... **What was happening in Britain when..?**

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**Words of the week: cause and consequence/ effect**

**The cause is why it happened, and the consequence/ effect is what happened.**



Now we will answer our second enquiry question...**What caused the decline/fall of these early civilisations and what were some of the consequences/ effects of their decline/ fall?**

Explain that the early civilisations we have learnt about no longer exist. Pose the following rhetorical questions ... **But does a civilisation and its people just disappear one day? How long does it take for a civilisation to decline and eventually fall?**


Now pose this question to make links to prior learning from Year 3... **Why did the Roman Empire decline and eventually fall?** The three main problems were that politicians and rulers of Rome became more and more corrupt. There was fighting and civil wars within the Empire. There were attacks from barbarian tribes outside of the empire.

**What other reasons might there be for a civilisation to decline or fall?** List the reasons that civilisations might fall on wb (include famine, wars, disease and natural disasters such as droughts, earthquakes, weak monsoons, volcanoes etc...) as a group you put them in order starting with the one that you think would be the greatest cause for a civilisation to fall?

Discuss the order that the chn have put them in (there is no right or wrong order) and ask...**What do you think some of the consequences/effects would be for these causes?** Chn might suggest that people would have to move to find better land if there was a drought, people would have to surrender if their


Ancient Sumer/ Mesopotamia

6<sup>th</sup> century BC fall of Bablylon (extra info that this was due to warfare with the Persians) and the Ancient Sumer were eventually conquered by Alexander the Great

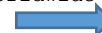
 **what do you think some of the consequences/ effects would have been?** The people would have been ruled by another civilisation and would have lost their culture.

**Reasons: Warfare**

Indus Valley

1900BC disease and conflicts, cities abandoned. Indus River changed course. Severe earthquakes, weak monsoons  social instability, water shortages. People moved into modern day India.

**Reasons: disease, conflicts, natural disasters**

2200BC worldwide epidemic of severe droughts  crippled many powerful societies.

	<p>civilisation was conquered, the population would decrease if there was disease, people would move if they felt unsafe due to natural disasters or war.</p> <p>Watch the following video. <a href="https://www.youtube.com/watch?v=iHJOVYmK Mug">https://www.youtube.com/watch?v=iHJOVYmK Mug</a> (start at 5.20mins - 8.00mins)</p> <p>Ask the chn to listen VERY carefully and make notes about Ancient Sumer/ Mesopotamia and Indus Valley and what caused their decline/ fall and also what some of the consequences/effects were. You will need to play the video more than once to allow the chn to gather all of the information.</p> <p>Feedback findings from watching video and model writing them as cause and effect diagrams. See examples opposite.</p> <p>Task 2 - chn to match up reasons for the fall/ decline of civilisations using activity sheet. Chn to then complete their own cause and effect diagrams for each civilisations.</p> <p>Reflection: What are some of the common themes in the fall/ decline of civilisations throughout history?</p> <p>Chn should link knowledge to explain that warfare, diseases, famine, natural disasters such as drought, earthquakes, weak monsoons etc... all contribute to the fall of a civilisation.</p> <p>Do some of these cause affect us today? This is a good opportunity to discuss the effects of climate change (natural disasters), warfare and disease on modern day civilisations.</p>	<p>Match up activity sheet for task 2</p>		<p>Task 2 - chn could cut and stick match up activity in books</p>
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