



<p>Year Group: 5</p>	<p>Term: Autumn #1 2021</p>	<p>Teacher: Jordyn</p>	<p>Subject lead: Dionne Sanati</p>	<p>Overview: Early civilizations: An overview study of the achievements of the earliest civilisations (this will be covered briefly for the 2021/22 Year 5 cohort as it will be covered in more detail at the end of Year 4 in the LTP) Early civilizations: Ancient Egypt: An in-depth study of the Ancient Egyptian civilization and its achievements Visit: World Museum Liverpool</p>		<p>Key End Points: By the end of this unit children will be able to: -Place current study on timeline in relation to other studies and sequence key events using dates. -Give some examples in world history of civilisations that existed before, after and alongside each other. -Produce timelines that demonstrate chronology and children can make some links between civilisations and significant events in world history. - Follow a line of historical enquiry with questions: 'how', 'why' and 'to what extent'. -Identify primary and secondary sources. -Identify the continuity and changes within the Ancient Egyptian civilisation and making comparisons with other early civilisations and Stone Age to Iron Age Britain. -Identify the importance of the Nile for the Ancient Egyptians – the links between natural resources and humans. -Identify the significance of Ancient Egyptian achievements, Interpreting and comparing their achievements to make a judgement on their significance – which achievements were more impressive? Understanding why others might choose alternative achievements</p>
<p>Links to other learning: Maths – scaling and sequencing Geography – world maps, locations and geographical features RE – polytheism and monotheism English – SPAG cause and effect conjunctions</p>	<p>Relevant Prior Learning: Y4 – Chn will have previously studied early civilizations: achievements of some of the early civilizations and an in depth study of Ancient Egypt (2021/22 cohort to cover this Autumn 1 in brief in lesson 1)</p>	<p>Relevant Future Learning: In the next term, children will make links with the Ancient Greek civilisation and their achievements.</p>	<p>High Quality Text: Ma'at's Feather by Juliet Desailly</p>	<p>Risk Assessment :</p>	<p>Teacher CPD: Readthrough articles on HA website to support subject knowledge prior to teaching. https://www.history.org.uk/primary/resource/3873/ancient-egypt file:///C:/Users/Dionne/Downloads/Egypt_Karin_Doull_PH_67.pdf Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1 Watch the 5 CPD videos below – breaking down chronology Sequencing, Scaling, Duration/ intervals, Concurrence, Interaction https://www.youtube.com/channel/UCyfpQy_uIJ8R8XgFHjwNTIQ</p>	
<p><u>Learning Intention</u></p>	<p><u>Lesson Outline</u> (Key Questions in colour)</p>			<p><u>Resources</u></p>	<p><u>Vocabulary</u></p>	<p><u>Lowest 20% Adaptations</u></p>
<p>1 I can compare timeline overviews and geographical locations for the earliest civilizations</p>	<p>Enquiry question: What were some of the earliest civilizations, where and when did they begin? Today you are going to identify geographical links between some of the earliest civilizations making comparisons of similarities and differences. You will also make observations and links around multiple timelines and explain your thinking and reasoning. Word of the week: civilization <i>The stage of human social and cultural development and organization that is considered most advanced</i> Task 1: Working in groups give chn cut outs of the time spans and the timeline scale from the timeline opposite indicating the time span of Ancient Egypt, Ancient Sumer, Ancient Indus Valley and The Shang Dynasty together with more recent topics (e.g. Romans, the Anglo - Saxons, the Vikings) which they place on a timeline (constructed as the one opposite). Take photos of process for chn's books.</p>			<p>Historic context for teachers: The duration of Ancient Egypt is incredible when the different kingdoms are taken into account (approximately 3500 years). The different kingdoms are each distinct and key events or achievements occurred in many of them. This lesson introduces the children to the duration of this period of history and how to compare timelines with those that run concurrently focusing on British history and Ancient Greece. https://www.history-rocks.com/ks2-timeline</p>	<p>Geographical location Geographical features Civilization</p>	

This is followed by the following group discussions:

What do these timelines tell us?

What else was happening in the world at the time of the Ancient Egyptians?

What questions do we have about these Ancient Civilisations and societies?

Ask chn to speculate about the earliest civilizations and where on the planet the class think they'd have lived and why.

Where on the planet would the earliest civilizations have begun? Why? What geographical features would you expect them to settle near to?

Task 2: Introduce the maps of the earliest civilizations opposite and identify the modern countries these civilizations 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. Whole class feedback to their analysis.

What do you notice about their locations?

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?

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.

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?

(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.)

Independent Reflection: Chn to write a brief paragraph to explain their findings today to answer the enquiry question. Teacher model opposite.

Plenary/Conclusion: Introduce topic focus as the Egyptians and their achievements.

Do you know anything about Egypt or the Egyptians?

Optional addition – show the videos introducing the Indus and Sumer.



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, we were introduced to some of the earliest civilizations (Ancient Egypt, Ancient Sumer, Ancient Indus Valley and The Shang Dynasty) and when they began. From our timeline activity I learnt...I also found out that all of these civilizations

Teacher led group write for reflection.




			<p><i>developed along the same geographical location. In addition, they had similar geographical features (located along rivers and the sea) and had similar climates (semi-arid). These would have benefited the civilizations because...</i></p> <p>Optional additional videos https://www.youtube.com/watch?v=JAXIqPQybYE https://www.youtube.com/watch?v=ygCqBZ_n9MM</p>		
2	<p>I can construct timelines and can make links between periods of history</p>	<p>Overarching enquiry question: What were some of the significant achievements of the Ancient Egyptians and what did it help them achieve?</p> <p>Enquiry question: When was Ancient Egypt and how long did it exist for?</p> <p>Today we will learn about the duration of the Ancient Egyptian period of history and will sequence different kingdoms chronologically. We will also make links between different periods of history.</p> <p>Word of the week: interval, duration & scale <i>An intervening time between two points</i> <i>A time during which something occurs</i> <i>A scale is a set of numbers that helps to quantify objects (in this case it allows us to quantify chronology more accurately)</i></p> <p>Group Task 1: Children sequence the different periods of Egyptian history chronologically using the date cards and discuss what it tells them. Take photos for chn's books. <i>What do you notice about the way in which you order the numbers?</i> <i>Do you have any predictions about anything that occurred in any of these periods? (Prompt for pyramids, mummification, pharaohs being built etc)</i></p> <p>Task 2: Ask the children to scale part of the timeline (one card per pair/group) by calculating the duration of each kingdom and then physically creating it/ labelling using a mathematical scale on border paper (50cm = 1 century). Bring them all together in single scaled timeline (you may need floor space for this) Take photos for chn's books. <i>What does this single scaled timeline tell you that the sequenced cards didn't?</i> <i>Does this make you think anything new?</i></p> <p>Work collaboratively to lay the Egyptian timeline alongside that of the British Stone Age to Iron Age and Ancient Greece. Teacher to prepare scaled border paper for these other periods in advance. It's important to have millennia markers to allow children to lay them accurately. You may need floor space for this. Take photos for chn's books. Display all timelines on WW as they will be needed for the next lesson. <i>They're chronologically similar but would they have had contact? If so, what kind of contact?</i> <i>What does this tell you that the single timeline didn't?</i></p> <p>Introduce the geographical element to the question. Explore maps to attempt to plot how people could have travelled to and from Egypt. <i>What does this map show you?</i> <i>Can you infer anything that helps you answer the question?</i></p>	<p>Chronology cards from Mr T suggested resources folder.</p> <p>Border paper/ rulers</p> <p>Teacher model for reflection: <i>The timeline shows that the Ancient Egyptian civilisations was longer/ shorter than...</i></p>	<p>scaled duration intervals sequenced</p> <p>concurrent/ concurrence century millennia</p> <p>kingdoms dynasties</p>	<p>Mixed ability pairs/ groups to support these chn with scaling and sequencing</p>

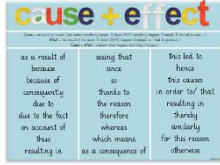
		<p>What doesn't it tell you?</p> <p>Ask what written evidence we may expect to have about this period. Introduce the writing of Herodotus and explore what he says about the Egyptians. What does this written source tell us? Does it add to/change or say something different to the maps?</p> <p>Reflection: Decide on an answer to the question posed about if they'd have contact with different civilizations that have been studied. Focus on using evidence from the maps etc in the answer to support reasoning. Chn could note this in their books if time allows or this could be used as marking question/ response. They're chronologically similar but would they have had contact? If so, what kind of contact? What does this tell you that the single timeline didn't?</p>	<p><i>There is overlap in the periods of the ... and the...</i></p> <p><i>I think that the following groups would have had contact.... My evidence for this is that... I think that there contact would have been...</i></p> <p><i>From my analysis of the sources presented, I think that the contact between the Ancient Greeks and Ancient Egyptians was... However, when looking at the sources we must consider...</i></p>		
3	<p>I can use and apply chronological language accurately</p>	<p>Enquiry question: When did the Ancient Egyptian achievements occur?</p> <p>Today we will place events accurately on a timeline by calculating duration and intervals. We will make links between events and begin to understand and explain what makes something significant.</p> <p>Word of the week: significance/ significant <i>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.</i> What is significant to you now? Is it significant to lots of people or just you?</p> <p>Make links to the previous lesson and that the timeline of Ancient Egypt is made up of different periods (Kingdoms). Which period had the longest/shortest duration? What do you think caused the kingdoms to end when they did?</p> <p>Recap about where on the timeline the children believed key events occurred. Explain the purpose of today is to accurately place those events on the timeline and begin to explore the Egyptian civilization. You believed ... occurred here...; is there a reason for this? Do you have any wider knowledge that would help us find the answer to this?</p> <p>Group Task 1: Begin by sequencing the key events and achievement cards. Take photos for chn's books. Ask chn to display cards on WW timeline for use in later lessons. Does the order surprise you? Would you have expected any of them to be earlier or later and why?</p> <p>Make links between the events and periods of Egyptian history by exploring which event occurred in which period(kingdom). Which Kingdom does this event occur in? Do you think that achievement helped people at the time? How and why?</p> <p>Explore the term significance and what it means historically. Display on WW and use renowned Historian Ian Dawson's criteria for significance for chn to assess which event they would choose and why. Which of these events could be classed as significant and why?</p>	<p>Context for teachers: This lesson builds on the previous lesson by using the overview timeline of the different kingdoms as a context to add in key achievements. The purpose of this lesson is to continue to build the context to allow children to place new knowledge into a context of the overall picture of Ancient Egypt.</p> <p>Events and achievements cards from Mr T suggested resources folder</p> <p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p> <p><i>Teacher example model for conclusion: Using our criteria for significance, I think that the most significant achievement of the Ancient Egyptian civilization was their creation of hieroglyphics in 3300 – 3200BC. I chose this</i></p>	<p>Significant Kingdoms (periods in Egyptian time) Irrigation Mummification</p>	

		<p>Reflection/Plenary/Conclusion: Chn to write an initial conclusion about which of the events and achievements are marked as significant given the children's current understanding and using Ian Dawson's criteria as guidance. Teacher to model writing conclusion.</p> <p>How can we justify our thoughts at the moment? Do we have a clear answer or could it be developed?</p>	<p><i>as the most significant achievement because it was one of earliest written languages in the world.</i> <i>The lasting impact was that it allowed the ancient Egyptians to pass on their knowledge from one generation to the next and it also made society more connected.</i></p>		<p>Collaborative write of conclusion – teacher led</p>
4	<p>I can extract and interpret evidence from a range of sources</p>	<p>Enquiry question: How do we know about the Egyptian achievements?</p> <p>Today we are going to extract relevant evidence from sources and begin to combine evidence found in various sources. We will also begin to identify limitations in different types of source.</p> <p>Words of the week: primary source and secondary source -Primary sources provide a first-hand account of an event or time period taken or written during that exact time or afterwards by someone who experienced it. They represent original thinking, report on discoveries or events, or share information. -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.</p> <p>Recap on the achievements covered in lesson 2. Having had time to think about it, which achievement do you think was the most significant? Do you still agree with your choice last lesson? Can you think of how it impacted on the lives of people at the time?</p> <p>Discuss how we learned about these events and achievements. How do we know about these achievements? archaeology, photos and primary source writing, secondary sources How do you think the authors of books/internet sites found their evidence?</p> <p>Introduce archaeological sources (sources 1 & 2 on sheet) and discuss how to extract evidence from them. Focus on identifying outlines, materials, decoration etc. What can you see in this picture of the archaeological site? What do you think this shows?</p> <p>Main Task: Introduce several archaeological finds (this can be completed using artefacts or suggested photos). This can be done as a rotational activity where children move around the archaeological finds and add to or offer alternate views of the different finds. Ideas could be noted on post its as they rotate. Take photos of chn during this activity for their books. Can you see an outline of anything?</p>	<p>Context for teachers: There are many aspects of Egyptian society and culture that children will normally have some level of understanding such as: pyramids, pharaohs, mummification etc. The popularity of this topic means children are more likely to have a knowledge base before studying this topic. The range of achievements that are studied means children can pursue an aspect that interests them.</p> <p>Show chn sources sheets and then add to their knowledge using information/ video links on ppt in extend main task.</p>	<p>Primary source Secondary source Archaeological source Artefact</p>	

		<p>Have you seen anything that looks similar before? What do you think this particular find could have been used for?</p> <p>Key teaching point: There has been a disagreement – do you think this happens with archaeologists? Discuss the disagreements the group had and that archaeology doesn't give all of the answers. Use a jigsaw analogy about piecing the past together. What can't we say about this find? What would we need to find out to make sure we have a clearer understanding?</p> <p>Extend Main Task: Provide additional written, pictorial or other source to complement each of the initial finds. This source relates to your archaeological one. What does the new source tell you that the archaeology didn't?</p> <p>Prompt children to look for evidence that compliments or contradicts their theories about the nature of the archaeological finds. Which evidence in the sources helps you link them together? Does it generate any further questions for you to investigate?</p> <p>Chn to write a reflection of their learning today. See teacher model opposite.</p> <p>Plenary: Finish the lesson focusing on what the evidence has told them about the lives of the Ancient Egyptians. How can the findings be applied to the lives of people at the time? Can we apply this to every group of Egyptians or just some? Why?</p>	<p>Teacher model for written reflection to answer enquiry question: <i>The two types of sources that we can use to find out about Ancient Egyptian achievements are primary and secondary sources. The difference between them is that a primary source is from the period and a secondary source was created at a later date.</i></p> <p><i>Some examples of sources that we can use are artefacts, photography of archaeological sites, primary and secondary written sources.</i></p> <p><i>We should look at a range of sources because we need to piece together our understanding of the past to help us get a clearer picture.</i></p> <p><i>When we look at sources we should consider their limitations. For example, we need to know what period they were from, where they came from and who they belonged to. Also we can not make assumptions and apply our thinking to every period or person in Egyptian history.</i></p>		Collaborative teacher led written reflection
5	I can use evidence from sources to draw conclusions	<p>Enquiry question: What role did religion play in the lives of Egyptians?</p> <p>Today we are going to extract evidence from a range of sources and interpret our findings. We will ask questions to deepen our understanding and begin to use our findings to draw accurate conclusions.</p> <p>Word of the week: Polytheism (noun) <i>the belief in or worship of more than one god.</i> Can you think of any other ancient or modern religious beliefs that follow polytheism? All other religions except for Monotheistic - Judaism, Islam, Christianity.</p> <p>Link together religion and the gods of Egypt with the archaeological finds of the last lesson. Focus on the range of gods that were mentioned. Ensure children know this is polytheism.</p>	Context for teachers: The role of religion was utterly fundamental to the lives of people in the ancient civilizations. It impacted every aspect of their lives and their success and failures were related directly to the god's whim. The purpose of this lesson is to draw comparisons between the society of today with that of the Ancient world.	Polytheism Monotheism	

	<p>What did the archaeological finds tell us about Egyptian religion? How did a range of sources support our understanding?</p> <p>Discuss what they know about the Egyptian religion from their wider knowledge and research in the previous lesson. Which gods do you know about and what do you know about them? Do you think they were important to the people of Ancient Egypt?</p> <p>Introduce the enquiry question and discuss what kind of evidence we are going to be looking for to answer:</p> <ul style="list-style-type: none"> - What they worshipped - How they worshipped - Religious ceremonies - What they believed the gods did <p>What would help us work out the answer to the question? What kind of source will we be looking at?</p> <p>Main Task: Chn read through sources and apply the source skills that were developed over the previous two lessons. Continuously reinforce the evidence they are looking for and the question being answered in the enquiry. What has this source told you? Which part of our enquiry criteria does it match with? Does it leave you asking any further questions? Can you link your findings to any of the earlier lessons?</p> <p>Whole Class Reflect: Revisit the enquiry question and discuss the answer the evidence shows. What do your findings tell you? Would you say religion was important to the Ancient Egyptians? Why? Which evidence are you going to use to support your answer? Can you use more than one source to strengthen your point?</p> <p>Independent Task: Produce a written conclusion that demonstrates your findings to answer the enquiry question. Try and also link your answer to wider life in Egypt. Teacher to model WAGOLL.</p> <p>Plenary: Plenary – Widen our enquiry by relating it to other civilisations studied (e.g. Romans/ Greeks). Green pen response question following the lesson. Would religion have been as important in other civilisations? What make you think this? Do people still believe religion impacts on every aspect of their life? What do people believe instead?</p>	<p>Teacher model for written conclusion: ???</p>	<p>Provide chn with sentence stems to support independent writing</p>
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<p>6-7</p>	<p>I can follow a line of historical enquiry asking questions to deepen my understanding</p>	<p>Overarching Enquiry question: What were some of the significant achievements of the Ancient Egyptians and what did it help them achieve?</p> <p>Today we are going to use and apply our source skills (extracting evidence, combining sources, drawing conclusions) to pursue a line of enquiry that will answer our overarching enquiry question. You will use questions to deepen your understanding, particularly related to the term 'significance'.</p> <p>Make reference to the timeline that has been used from the first part of this topic and is on WW display. <i>Where on the timeline do they fit?</i> <i>How long ago was that?</i></p> <p>Discuss what we know about the achievements and how they impacted on the lives of people. Discuss the benefits of each and how they changed the lives of people. <i>What have you found out about them?</i> <i>Has it changed your mind?</i> <i>Which is the most important and why?</i></p> <p>Recap on previous words of the week: significance/ significant. To explore what is meant by significance and how we can use the definition to help us show which of the achievements is most significant. <i>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.</i> <i>Can you tell me something that you've learned about in history that is significant?</i></p> <p>Independent/ group research task: Children choose one of the achievements and use given sources to explore why it's significant against the agreed criteria from lesson 3. Chn could also use the internet and books to research further. Chn to make notes during research process to answer questions below.</p> <p>Suggested choices: - mummification - glass (more challenging for HA) - language (hieroglyphics) - farming and irrigation developments (to be used in teacher model so a good choice for those that need more guidance)</p> <p>Focus: Chn to use dictionaries/ ask partner's about new vocabulary during research. Chn to detect evidence that helps them show the achievement is significant. Teacher guidance questions during research: <i>Why did you believe that achievement is significant?</i> <i>What evidence are you looking for to support your answer?</i> <i>What evidence have you to show the achievement is significant?</i> <i>What couldn't the Egyptians have done if this achievement never happened?*</i> <i>*This will require support and is a concept known as cause and effect.</i></p> <hr/> <p>Reflection/Plenary/Conclusion: Share ideas in groups that chose the same achievement. Then discuss and debate which is the most significant in the opinion of the class. <i>Can anyone think of modern equivalents of these achievements?</i></p>	<p>Context for teachers: The achievements of the earliest civilizations allowed them to make progress into setting up their kingdoms over large geographic areas. These developments made life 'easier' and therefore their civilizations more successful. Exploring them using the second order concept of significance allows children to get to grips with why these creations were important for success.</p> <p>Need dictionaries/ Ipads/ laptops for this lesson.</p> <p>Some links to sources on Mr T Does Primary History sheet – for easy access add links to class page on school website.</p> <p>Other links: https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywt <u>u</u></p> <p>Additional images that can be used:</p>  <p>Wall painting showing farming techniques</p>  <p>Modern day wall painting of a shaduf</p>  <p>Wooden model from a tomb of a man ploughing with oxen</p>	<p>Achievement Development Civilization</p> <p>Example vocab for farming & irrigation sources: Irrigation Shaduf Canal Harvest Natural resources Deposited Nutrients Reservoirs Wells</p>	<p>Teacher led group research of achievement</p>
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8	<p>I can begin to compose my own line of historical enquiry with questions: 'how', 'why' and 'to what extent'</p>	<p>There is an additional lesson if time allows or if chn are ready to be stretched in their learning.</p> <p>Enquiry question: Chn to compose their own enquiry question</p>			