

The Ancient World

Main Subject Focus History	Intent: Why? To continue to develop our secure knowledge and understanding of world history chronologically. Pupils will learn about the Egyptian and Mayan Civilisations. They will gain an appreciation of the achievements of the Egyptians and Mayans and their influence and legacy. They will draw comparisons between these, and other early civilisations studied during KS2.	Links to prior and wider learning Builds upon our overview of the achievements and legacies of the earlier civilizations. <i>Archaeological Adventures, Invasion! Olympia</i>												
Knowledge Pupils will learn about: - 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 - 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.														
By the end of this unit, pupils will learn: Life and society in both civilisations (Mummification, hierarchies, rulers, agriculture, travel, trade, hieroglyphics) Religion and beliefs Comparison of both civilisations What affect have these ancient civilisations had on our society today? Who has the most lasting legacy?														
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culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. - Describes similarities and differences between some people, events and objects studied. - Makes links between some features of past societies. </td></tr><tr><td> - Gives clear reasons why there may be different accounts of history. - Knows that people (now and in past) can represent events or ideas in ways that persuade others. </td><td> - Understands that the past has been represented in different ways. - Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. </td></tr><tr><td> - Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Asks a range of questions about the past. - Chooses reliable sources of evidence to answer questions. - Realises that there is often not a single answer to historical questions. </td><td> - Identifies and uses different sources of information and artefacts. - Evaluates the usefulness and accurateness of different sources of evidence. - Selects the most appropriate source of evidence for particular tasks. - Forms own opinions about historical events from a range of sources. </td></tr><tr><td> - Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. - Uses dates and terms accurately. - Chooses most appropriate way to present information to an audience. </td><td> - Presents information in an organised and clearly structured way. - Makes use of different ways of presenting information. - Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). - Makes accurate use of specific dates and terms. </td></tr></table>			Year 5	Year 6	- Sequences historical periods. - Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, - Identifies changes within and across historical periods.	- Uses timelines to demonstrate changes and developments in culture, technology, religion and society. - Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. - Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.	- Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. - Gives some causes and consequences of the main events, situations and changes in the periods studied. - Identifies changes and links within and across the time periods studied.	- Chooses reliable sources of factual evidence to describe: houses and settlements; 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Wider curriculum links: RE- Depiction of Egyptians in Old Testament, Compare creation stories from other religions DT- structure and architecture Art- Sculpture, Clay modelling, Papier mache masks and headdresses														
Key Texts: Timelines, What Happened When in the World: History as You’ve Never Seen It Before! (DK), Egyptology (Dugald Steer), Egypt Magnified (David Long), Timeline (Peter Goes), Exploring the Maya empire (Curriculum Visions), DKfindout! Maya														
Key Vocabulary/ Etymology Ancient, civilisation, tomb, dynasty, pharaoh, hieroglyphics, mummification, burial, after life, Gods, Archaeologist, artefacts, hierarchy, government, monuments, Mesoamerica, sacrifice, society, demise, decline, astronomy, textile, abundance														
Wow moment Exhibition of learning for parents, Mayan celebration day – including making headdresses and holding a feast, Chocolate creation (Possible Cadbury’s World Trip)														
School Values- Pride and Success- Celebrating the successes of and achievements of ancient civilisations and considering their legacies today British Values- Mutual Respect and Tolerance- understanding of difference and developing understanding of different cultures and practices														