

Year 2 – Cradle of Civilisation

Enquiry question: How have we discovered so much about Ancient Civilisations?

National Curriculum Objectives		Core Knowledge & Key Questions			Local links	
<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To know where the people and events of Ancient Egypt, Ancient Sumer, Shang Dynasty and Indus Valley civilisations fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>To use a wide vocabulary of everyday historical terms.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>What did Ancient Egypt have in common with other civilizations from that time?</p> <ul style="list-style-type: none"> There were at least 3 other major civilizations elsewhere in the world at this time and locate them approximately on a map: Indus valley, Sumer (Mesopotamia Modern Iraq) Shang dynasty China. <p>How significant was the River Nile to Ancient Egypt and how did that compare to other rivers and civilisations?</p> <ul style="list-style-type: none"> Rivers were significant to ancient civilisations as they provided a key source of irrigation, farming opportunities, travel and power. River Nile - Ancient Egyptians, Tigris and Euphrates River - Ancient Sumer, Yellow River - Shang Dynasty and Indus Valley River – Indus Valley. <p>How can we discover what Ancient Egypt was like over 5000 years ago?</p> <ul style="list-style-type: none"> Locate the Nile valley on a world map & make deductions from map evidence. Importance of the Nile and significance of annual floods. The Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids). Water was stored in canals and ditches. Explain why pyramids, graveyards and other important monuments seen today were sited on the desert’s edge. <p>What sources of evidence have survived and how were they discovered?</p> <ul style="list-style-type: none"> List at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs Much of the understanding of the Ancient Egyptian civilization came within the last 200 years. Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. Explain why pyramids were built. <p>What did the Ancient Egyptians believe about life after death and how do we know?</p> <ul style="list-style-type: none"> Sequence the stages of mummification. Importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas. 			<p>To be investigated by KD. Godalming Museum – Ancient Egyptian Artefacts loan box</p>	
					Key Figures	Linked Texts
					Howard Carter – 9 May 1874 – 2 March 1939	
Prior Learning		Future Learning				
In Year 1, children are introduced to concept of events of the past when they learn about the stone age. They also learn about how we can find out about the past.		In Year 3, the children learn about another ancient civilisation ‘Ancient Greece’ and a significant person of the past – Alexander.				
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity	
To know where the people and events of Ancient Egypt, Ancient Sumer, Shang Dynasty and Indus Valley civilisations fit within a chronological framework & to explore concurrence.	What did Ancient Egypt have in common with other civilizations from that time?		What was the consequence of Howard Carter’s archaeological discovery in 1922?	In what way was the River Nile significant for Ancient Egyptians?	What are Ancient Egyptians most remembered for?	

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Civilisation - a group of people with their own languages and way of life. • Settlement - places where people live. • Agriculture - the entire process of farming from preparation of the ground, or breeding, through to producing products and selling them. • Laws - a set of rules that people are made to follow by the state. • Customs - is a common way of doing things. It is something that many people do, and have done for a long time. • Communication - is the act of giving, receiving, and sharing information -- in other words, talking or writing, and listening or reading. • Archaeology - the study of things that people made, used, and left behind. • Archaeologist - somebody who looks at ancient sites and objects to learn about the past. • Pyramids - are the stone tombs of Egypt's kings - the Pharaohs and one of the world's greatest historical mysteries. • Mummification - is a process where the skin and flesh of a corpse can be preserved. • Great Sphinx - is an important part of Egyptian culture and history. The Great Sphinx has the head of a person and the body of a lion. • Hieroglyphics - is a writing system that uses pictures and symbols instead of letters and words. • Ancient Sumer - is often called 'the Cradle of Civilisation'. 'The Ancient Greeks called it Mesopotamia - the land between two rivers. It is where cities first developed, agriculture began and writing first appeared. • Indus Valley - the earliest known urban culture of the Indian subcontinent. • Shang Dynasty - the first Chinese dynasty for which we have written and archaeological evidence. • Rivers - Tigris, Euphrates, Mesopotamia, Nile, Yellow 	<ul style="list-style-type: none"> • I can use words and phrases that describe the passing of time. • I can use simple chronological vocabulary when I am telling people about an event. • I can sequence people, events or objects/artefacts within a time-period that I am learning about. • I can ask questions about what life was like for people in the past. • I can ask questions about what might have happened in the past. • I can try and work out how long ago something might have happened. • I can use a variety of sources (artefacts, photos, first-hand accounts, simple texts) and my own observations to answer questions and find out about the past. • I can use evidence and information I have found out to describe the past. • I can recount the main events of a significant event or time period, giving some interesting detail (<i>e.g. the Roman invasion of Britain</i>) • I can recount the main events of the life of a significant individual, giving some interesting detail (<i>e.g. Tutankhamun</i>). • I can compare pictures or photographs of people or events in the past. • I can describe objects, events or the lives of people from periods in history that I have learnt about. • I can draw and label pictures and diagrams to show my understanding of people, objects or events from the past. • I can use timelines (including using ICT) to order events or objects. • I can place a significant person or event on a timeline. • I can make models (e.g. of objects or buildings) that show what something from a particular time period was like.

