

The First Civilisations:

Ancient Sumer

Ancient Egyptians

Indus Valley

Shang Dynasty

These four civilisations are some of the **earliest in the world**. They are also known as **cradles of civilisation** — areas where a civilisation is believed to have developed **independently** of any other civilisations. All four of these early civilisations have developed around mighty rivers. Historians believe that early civilisations developed around rivers because rivers are a water and food source, a way of transportation, and because rivers fertilise the soil meaning growing crops and food is easier. The achievements of these early civilisations such as the wheel (Ancient Sumer), town planning (Indus Valley), irrigation (Ancient Egypt) and an early form of language and writing (Shang Dynasty) still continue impact our lives today. Each one of these civilisations developed **independently** from each other.

They eventually made **similar** technological advancements (achievements) but each civilisation did things in their own **specific way**. Without these four **cradles of civilisation**, human-kind would not have been able to become what it is today.

What I have already learnt:

Children in Year 5 have learnt about the Shang Dynasty civilisation. Children learnt about how historians know about ancient civilisations using archaeology and a range of primary and secondary source material.

Children in Year 6 have learnt about the Bronze Age. Children have learnt about how historians know about the Beaker People by looking at archaeology and a range of primary and secondary sources. Additionally, children in Year 6 visited Bronze Age settlements as primary source evidence in real-life on Dartmoor.

What I will learn:

In KS3, children will study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066, which may include some of the following points:

- Britain's changing landscape from the Iron Age to the present
- A study in depth into a significant turning point, for example, the Neolithic Revolution.

Topic: History—What were the achievements of the early civilisations? (with in-depth focus of the Egypt).

Term:
Spring 1

Year:
Unit 4

Duration:
4 Weeks

Week 1-2: What were the achievements of the Ancient Sumer?	Do I know this?
I can explain what a civilisation is.	
I can explain what achievements are in history.	
I can locate the Ancient Sumerian civilisation on a map.	
I can place the Ancient Sumerian civilisation on a timeline.	
I can explain how rivers helped early civilisations be successful.	
I can explain how historians know about the Ancient Sumerian civilisation.	
I can identify some achievements of the Ancient Sumerian civilisation.	

Week 3: What were the achievements of Indus Valley and Shang Dynasty?	Do I know this?
I can locate the Indus Valley civilisation on a map.	
I can locate the Shang Dynasty civilisation on a map.	
I can place the Indus Valley civilisation on a timeline.	
I can place the Shang Dynasty civilisation on a timeline.	
I can discuss similarities and differences between the location of the early civilisations that I have learnt about.	
I can discuss similarities and differences between the chronology of the early civilisations that I have learnt about.	
I know that historians use inference when interpreting evidence.	
I can identify some achievements of the Indus Valley and Shang Dynasty civilisations.	

Week 3-4: What were the achievements of the Ancient Egyptians?	Do I know this?
I can locate the Ancient Egyptian civilisation and empire on a map.	
I can place the Ancient Egyptian civilisation on a timeline.	
I can identify when the two kingdoms of Egypt unified to create Egypt.	
I can identify key achievements of the Ancient Egyptians.	
I can identify which Ancient Egyptian achievements have impacted modern-day life.	
I can use evidence (primary and secondary sources) to explain how historians know about the Ancient Egyptian achievements and their civilisation.	
I can use evidence to form my judgements on what I believe the most notable achievements of the Ancient Egyptians are.	
I can explain the similarities and differences of the location, chronology, and achievements of the 'cradles of civilisation'.	

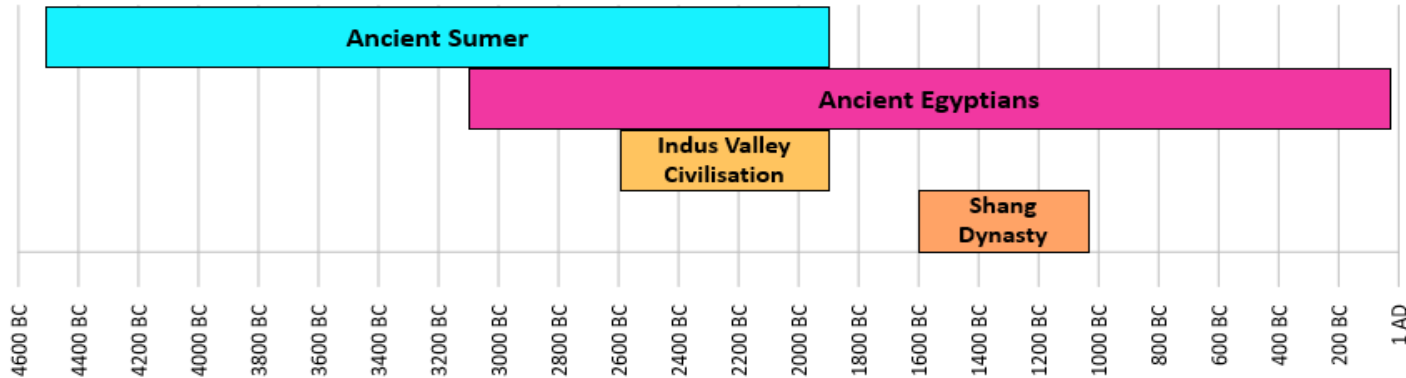


World Map of the Four Cradles of Civilisation

Vocabulary	Definition
Civilisation	A large well-organised group of people, who are united by shared laws, trade, culture, and values. Civilisations often speak the same language and have regular ways of getting food. Some civilisations have agriculture (a way to grow food), government, a way of recording such as writing.
Cradles of Civilisation	Areas where civilisation has developed independently of any other civilisations. The four key early civilisations are: Ancient Sumer, Ancient Egyptians, Indus Valley and Shang Dynasty. These early civilisations made technological advancements (achievements), which still impact humankind today.
Achievement	Accomplishing something that requires great skill, courage, and effort. Historic achievements shape how we do this past the event and sometimes even today.
Archaeology	Archaeology is a key way in which historians learn about the past. It involves looking for historical artefacts and then preserving them. The act of finding history.
Artefact	An artefact is a man-made object, such as pieces of art or tools, often from a historic period in time. Artefacts give historians information on what life was like, achievements of the time, and an idea into their beliefs and culture.
Evidence	Anything directly related to an event or person. Historical evidence can include primary and secondary sources.
Primary Source	Objects that were created in the time period. It could be an artefact such as pottery, painting or a weapon. Primary sources can also include documents which were written at the time such as a diary entry, news report or a photograph. We can use photographs of primary sources too .
Secondary Source	Secondary sources are created after the time period by someone who wasn't there. It could be an entire book, a website or a piece of writing about the time period.
Enquiry	The act of posing historical enquiry questions. Children will be creating their own questions about the Romans in Britain.
Chronology	Events in time order.
Concurrent	Happening, existing or done at the same time.
Changes Over Time	The way in which things change and develop over time. Historians study changes over time .
Interpreting	To explain the meaning of something.

Disciplinary knowledge is how we learn to think like historians. We will use these skills throughout our Long Enquiry.

Chronology	Historians put events in time order.
Interpreting History	Historians explain past events using evidence.
Historical Enquiry using Evidence	Historians use evidence to answer questions. Evidence can be objects, artefacts, documents, images and other things.
Change and continuity	Historians know that some changes happen quickly and some happen slowly and some things stay the same over long periods of time.
Cause and consequence	Historians know that one event can cause another.
Similarities and differences	Historians Look for similarities and differences to understand life in the past.



The Box, Plymouth: During our Long Enquiry, we will be visiting 'The Box' museum in Plymouth. In the museum, we will be speaking to an expert who will be showing us a range of primary and secondary sources. They will be showing us artefacts and evidence that come from the Ancient Egyptian civilisation (primary source) and replicas, pieces of writing created or made by somebody who was not there (secondary sources). These sources give us evidence which allows us to interpret what may have happened in the Ancient Egyptian civilisation and tell us how they lived.

