

Plan of Key Learning in History with assessment

Year 4 Date:	
Purpose of the unit/National Curriculum	To be able to ask and answer questions about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study ***this unit should look at a couple of early civilizations and then focus in more deeply at Ancient Egyptians
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	What did the ancient Egyptians achieve and when? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about this?	Stone Age to Iron Age (Yr 3)
How does this link to future learning?	Ancient Greeks (y4) Romans (Yr 5) Anglo Saxons (Yr 5) Vikings (Yr 6) Maya (Yr 6)
Key points for the start of the topic	*Always try to start your topic with an engaging ‘hook’ linked to inquiry skills. This could be a discussion about a photograph, a poem, a ‘clue box,’ an artefact. ‘Inference grids’ are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	Show their increasing knowledge and understanding of the past by: - Developing a chronologically secure knowledge and understanding of world history, knowing key dates and historical terms. - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.
Learning objectives linked to Events, People and Changes	Be able to describe some of the main events, people and periods they have studied by: Understanding some significant aspects of history including the nature of ancient civilizations <i>e.g. how and why the River Nile was important to the Ancient Egyptian.</i>
Learning objectives linked to Communication	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information, using specialist terms like civilizations, ancient, pyramid and pharaoh and vocabulary linked to chronology. - Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. (look at the evidence from Nebamun) - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the lifestyles and beliefs of the ancient Egyptians</i>). - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses <i>e.g. about the lives of the Ancient Egyptians.</i>
By the end of this learning the children will know:	

Weekly questions to build up the skills and knowledge over the topic	When did the Ancient Egyptians begin and how does this compare with other early civilizations?
	What else was happening in the world at the time of the Ancient Egyptians?
	Who were the ancient Egyptians and how do we know so much about them? (your 'in depth study' starts here!)
	Why was the River Nile so important for the Egyptian civilization?
	How was ancient Egypt ruled and who were the pharaohs?
	What was life like for the ancient Egyptians, e.g. their beliefs and lifestyles?
	What were the pyramids and why were they built?
	What did the ancient Egyptians achieve and when?
Key vocabulary	IDEAS: achievement, development, earliest, civilization, ancient, Egypt, Sumer, Indus Valley, Shang Dynasty, chronology, chronological, duration, scale, religious, social, culture, beliefs, artefact, Sources, primary source, primary evidence, secondary source, secondary evidence, infer, inference, society, archaeologist, pharaoh, <i>add your own words related to specific events e.g. Great Fire of London</i>
Key knowledge	Early civilizations include: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Egyptian civilization began 5,000 years ago and lasted around 3,000 years. Ancient Egyptians expert framers and construction River Nile source of water in the desert Pharaoh's seen as half man and half god Tutankhamun Queen Cleopatra When Egyptians died they preserved their bodies through mummification. Pyramids built by hand – Great Sphinx Howard Carter archaeologist and Egyptologist who discovered King Tut's tomb
Key Learning for this unit	
Below Expected	Expected