




























Term	Aut 2 23	Spr 2 24	Sum 2 24
<b>Enquiry Question</b>	<p>Why do we remember Ancient Egypt more than any of the other civilisations?</p> <p>Achievement and legacy </p> <p>Society and culture </p> <p>Governance and monarchy </p> <p>Movement and migration </p>	<p>Did Early Islam Society Invent It All First?</p> <p>Achievement and legacy </p> <p>Society and culture </p> <p>Governance and monarchy </p> <p>Movement and migration </p>	<p>In What Way Have the Ancient Greeks Influenced Our Lives Today?</p> <p>Achievement and legacy </p> <p>Society and culture </p> <p>Governance and monarchy </p> <p>Movement and migration </p>
<b>Curriculum Links</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	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.	Ancient Greece – a study of Greek life and achievements and their influence on the western world
<b>Outcome</b>	Children can apply their understanding of chronology and use historical sources to understand ancient Egyptian life and legacy. They can compare Ancient Egypt with other civilisations at that time.	Children can use historical sources to argue whether the Anglo Saxon settlement had a positive impact on British society.	Children can explain the legacy of the Greeks on British life. They explore contemporary issues to do with democracy, rights and freedoms. Children also explore why Ancient Greece has had such a long and dramatic legacy.

<b>Sequence of Learning</b>	<p><b>Lesson 1</b> I can locate the Ancient Egyptian civilisation on a world map and a chronological timeline identifying iconic features.</p>  <p><b>Lesson 2</b> I can use historical evidence to discover what Ancient Egypt was like over 5000 years ago.</p>  <p><b>Lesson 3</b> I can use historical sources to explain the everyday life of men, women and children.</p>  <p><b>Lesson 4</b> I can explain what the Ancient Egyptians believed about life after death using evidence from historical tombs.</p>  <p><b>Lesson 5</b> I can compare Ancient Egypt with other civilizations from that time.</p>  <p><b>Lesson 6 - Assessment</b></p>	<p><b>Lesson 1</b> I can locate the Islamic Empire on a world map and a chronological timeline identifying iconic features of this civilisation.</p>  <p><b>Lesson 2</b> I can explain the origins and the reasons for the development of Islam in the 7th century.</p>  <p><b>Lesson 3</b> I can use historical sources to construct an image of what Bagdad would have looked like.</p>  <p><b>Lesson 4</b> I can use historical sources to understand the importance of trade to the early Islamic Civilisation..</p>  <p><b>Lesson 5</b> I can explain how early Islamic achievements have impacted on life today.</p>  <p><b>Lesson 6 - Assessment</b></p>	<p><b>Lesson 1</b> I can locate Ancient Greece on a world map and a chronological timeline identifying iconic features of this civilisation.</p>  <p><b>Lesson 2</b> I can explain how it is possible to know so much about the Ancient Greeks who lived over 2,500 years ago?</p>  <p><b>Lesson 3</b> I can work out about everyday life in Ancient Athens from the pottery evidence that remains?</p>  <p><b>Lesson 4</b> I can describe the role of women in society using historical evidence,</p>  <p><b>Lesson 5</b> I can explain why Athens was able to be so strong in this 'Golden Age'.</p>  <p><b>Lesson 6 - Assessment</b></p>
-----------------------------	--	--	---

<b>Vocabulary Topic Specific</b>	archeologists, the Nile, papyrus reeds, pyramids, temples, artefacts, monument, hieroglyphics, papyrus rolls, tombs, civilisation, decipher, Tutankhamun, Heinemann's Big Book on Howard Carter, Indus valley, Sumer (Mesopotamia Modern Iraq) , Shang dynasty China	Islam, Baghdad, Muslims, Arabs, merchant, Prophet Mohammed, trade caliphs, advancements, science, architecture, medicine, literature, art, mathematics	Ancient Greece, Athens, Sparta, mythology, legends, Gods, Goddesses, city states, Theseus, Minotaur, markets, Olympics, Golden Age, Battle of Marathon, Persia, philosophers, democracy, Parthenon,
<b>Vocabulary Progressional</b>	B.C.E (Before the common era), primary evidence, secondary evidence, democracy, cause/s, C.E (The Common Era), importance, impression, effects, impact, anachronism, reliability, motive, alliance, consequences, propaganda, significance, continuity, legacy, represent	B.C.E (Before the common era), primary evidence, secondary evidence, democracy, cause/s, C.E (The Common Era), importance, impression, effects, impact, anachronism, reliability, motive, alliance, consequences, propaganda, significance, continuity, legacy, represent	B.C.E (Before the common era), primary evidence, secondary evidence, democracy, cause/s, C.E (The Common Era), importance, impression, effects, impact, anachronism, reliability, motive, alliance, consequences, propaganda, significance, continuity, legacy, represent