

Year 3 – Early Civilizations

What it looked like last unit
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The Ancient Egyptians

You used your knowledge and understanding of Pre-historic Britain, you compared it to that of another civilization of the same period, making connections and identifying differences.

Vocabulary (definitions)

Sumer - the earliest known civilization in the historical region of southern Mesopotamia (now southern Iraq)

Egyptian – a civilization of ancient North Africa, concentrated along the lower reaches of the Nile River

Greek - civilization belonging to a period of Greek history from the Greek Dark Ages of the 12th–9th centuries BC to the end of antiquity (c. AD 600)

Indus Valley - a Bronze Age civilisation in the north-western regions of South Asia, lasting from 3300 BCE to 1300 BCE

Shang – A Chinese civilisation from 1600BCE – 1046BCE

Minoan - a Bronze Age Aegean civilization on the island of Crete and other Aegean Islands

Phoenician - an ancient civilization in Canaan

Dynasty - a line of hereditary rulers of a country

What it looks like next unit



Invaders and Settlers: The Romans

You will move on from the pre-history period to the next invaders of Britain chronologically, the Romans and explore the impact that the Romans had at that time and on our modern lives

Sequence of Learning

1. Explore where and when the first civilisations began.
2. Find out about the first writing systems.
3. Explore trade in early civilisations
4. Find out about mathematical understanding in early civilisations
5. Explore the technology and inventions of early civilisations.
6. Explore the buildings and architecture of early civilisations.
7. Consolidate knowledge and understanding of early civilisations.



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Cultural Capital

You have studied Pre-historic Britain and the Ancient Egyptians, making comparisons around the two civilizations. You can now apply the concept of time relevant to these across the wider world.

What makes an ancient civilization?

When and where did writing first begin?

What things were invented that we still use today?

How have these things changed?

How can archaeology help us to piece together the past?

Other Links

Year 3 Prehistoric Britain, Year 3 Ancient Egypt, Year 4 Ancient Greeks, Year 5 The Shang Dynasty and Year 5 The Maya

Skills

Chronological Awareness	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Place the time studied on a timeline. Sequence several events and artefacts. Use dates and terms relating to the passing of time and understand that the timeline can be split into BCE and AD.	Find out about everyday lives of people in time studied. Compare with our life today. Identify results and reasons of people's actions. Understand why people may have had to do something.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons, etc.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures, etc. Select and record information relevant to study. Begin to use the library, e-learning for research. Ask and answer questions.	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models, writing, drawing.

Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology

