Early Civilisations

Prior Learning	
This unit will build on the knowledge and skills learned in KS1 Prior learning will be knowledge of other civilisations in the past, the understanding of a timeline and dates, the use of artefacts and online sources to find out about the past and the use of questioning such as: What was it like for people? What happened? How long ago?	
Key vocabulary for this unit	
Civilisation Timeline AD and BC Cuneiform writing Hieroglyphics Shang Dynasty Sumerians	Trade Ziggurats Pyramids Number systems Myths Technology Inventions
Learning Sequence	
To explore where and when the first civilisations began.	• To define the term 'civilisation' and be given a brief overview of when the earliest civilisations developed. • To place these civilisations on a timeline, identifying the difference between 'A.D.' and 'B.C.'. • To discover where in the world these civilisations arose.
To find out about the first writing systems.	• To find out about the first writing systems and how this developed into cuneiform writing. • To explore some other early writing systems, such as ancient Egyptian hieroglyphics and the Shang Dynasty oracle script.
To explore trade in early civilisations.	• To explore the concept of trade, identifying how and why people in early civilisations traded with each other. • To explore how people traded without written records or money, and will find out about the earliest coins.
To find out about mathematical	• To find out why and when the first number systems developed.

understanding in early civilisations.	• To explore the number systems of the Sumerians, ancient Egyptians and Shang Dynasty, thinking about how the systems are similar or different to each other and the modern number system. • To find out how early civilisations developed various units of measurement.
To explore the technology and inventions of early civilisations.	• To define the term 'technology' before looking at some of the earliest technological advances, such as the wheel. • To predict which inventions were made before, during or after early civilisations and use research to find out if their predictions were correct.
To explore the buildings and architecture of early civilisations.	• To think about how technology enabled buildings to develop over time from simple mud houses to towering pyramids. • To think about how ancient Egyptian pyramids and Sumerian ziggurats were built, and compare archaeological evidence with myths.
To consolidate knowledge and understanding of early civilisations.	• To recap the main features and achievements of early civilisations. • To consider which achievements they think were most important, giving reasons for their choices. • To use evidence they have gathered to answer questions and express their understanding.

Assessment milestones	
Working Historically: • To use evidence they have gathered from a variety of sources to ask and answer questions. • To make predictions about the dates of inventions based on their historical knowledge.	**Historic Knowledge:** • To know what the word 'civilisation' means. • To understand why writing and number systems developed (causes) • To know why people starting trading (causes)