fit2explore

Class Challenge 4 – Ancient Civilisations

‘Inspiring children to explore and learn through exercise’
# Contents

Aim .................................................................................................................................... 3

National Curriculum .......................................................................................................... 4

Lesson 1 .............................................................................................................................. 6

Lesson 2 .............................................................................................................................. 7

Lesson 3 .............................................................................................................................. 8

Lesson 4 .............................................................................................................................. 9

Lesson 5 .............................................................................................................................. 10

Lesson 6 .............................................................................................................................. 11
What's the aim?

Pupils' individual daily miles are added to those of their classmates enabling them [the class] to reach every destination on the way to Baghdad:

- Athens $\rightarrow$ Cairo $\rightarrow$ Jerusalem $\rightarrow$ Baghdad

$696 \text{ miles}$

$264 \text{ miles}$

$543 \text{ miles}$

**Total distance travelled:** 1503 miles

Planning

All lessons created below are designed so that planning can be extended into a 12 week block. More than one example of an activity is provided to ensure that work can be differentiated accordingly and that an activity or activities can be chosen to suit the children you teach. Where possible, a writing example is included to encourage writing across the curriculum. Independent research activities have been included for Higher Ability Pupils (HAP) to encourage and develop independence and skills, allowing greater autonomy.
History

H1 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

H2 Ancient Greece – a study of Greek life and achievements and their influence on the western world.

H3 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.

Aims for key stages 1 and 2

A1 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

A2 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

A3 Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

A4 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
Geography

G1 Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

G2 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

G3 Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Aims for key stages 1 and 2

A1 Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

A2 Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

A3 Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Lesson 1

We are learning to (WALT):
Understand Greek life looking at the most famous Greek king.

Resources/materials:
Interactive Map: Ancient Civilisations
- Computer with internet access and projector facility
- Computers/tablets for research
- Paper

Lesson

Athens, Ancient Greece

Alexander the Great and Warfare

Explain what we mean by the term ‘western world’ so children are able to make comparisons between countries in different places - in the past and present.

Explain that we are going to look at Alexander the Great and Greek Warfare. Play this video about Alexander the Great and ask pupils to take notes on key points in his life:
https://www.youtube.com/watch?v=iwWbD7m28Ro

Alexander built 70 new cities and is the most famous king of Ancient Greek times.

Activities to follow:
- Use this link: http://www.bbc.co.uk/guides/zckr4wx#z9d4kqt
  Ask the pupils to create a leaflet explaining what ancient Greek war was like. What did you have to do to become a Spartan? What formation did the Greeks use in battle? What did they wear?
- Write a set of instructions on ‘How to make a powerful Greek warrior’ using the above link to help.
- HAP task: Ask the pupils to compare how a soldier would fight today in comparison to the past? Vehicles, weapons, intelligence etc. Can they create 2 spider diagrams and present their findings?
Lesson 2

We are learning to (WALT):
Understand Greek Life, their achievements and their influence on the western world.

Resources/materials:
Interactive Map: Ancient Civilisations

- Computer with internet access and projector facility
- Computers/tablets for research
- Paper

Lesson

Ancient Greece

How Greeks have Influenced Britain

Explain to the pupils that they are going to be using research skills during this lesson, developing independent learning. Provide children with a research format with key questions by way of differentiation if needed.

Play the pupils this video and ask them to take notes on what the Greeks have done for us in the UK: https://www.bbc.co.uk/education/clips/z9kmhv4

Explain to the pupils that they will be researching using the internet on laptops/tablets to add further depth to the activities below.

Activities to follow this:

- Ask children, in table groups, to create a Power Point fact file on one of the famous Greek people outlined in the picture of different figures at the end of the following link (apart from Alexander the Great): http://www.bbc.co.uk/guides/z8q8wmn#zw2wq6f (Socrates, Archimedes, Metrodora, Pamphile and Aeschylus). Provide key headings: Name, Famous for, What they did, How they have influenced us today, How would things be different for us if they hadn’t influenced us? Each group to present their presentation to the class by way of initial assessment then another class as a final presentation.

- Compare & Contrast – Ask the children to create a table with 3 columns – What the Greeks Did; Impact on Britain; What would Britain look like if we didn’t have this influence? Using the information in the video – ask children to predict and draw conclusions on how different Britain could look without the Greek influence e.g. Alarm Clock – enabled people to be able to tell the time and created an effective method to wake up – without this, people could be late for work or would have to devise other methods to wake up.

- HAP task: Ask them to research democracy and create a ‘Then’ & ‘Now’. They may like to carry out additional research looking at when women were able to vote and add this to their ‘Now’ section. Ask them to ponder how different things may look if women were still not allowed to vote. https://www.bbc.co.uk/newsround/42794339
Lesson 3

We are learning to (WALT):

Realise the achievements of ancient Egypt.
Explain the water cycle and its importance to ancient Egypt and the River Nile.

Resources/materials:

Interactive Map: Ancient Civilisations

• Computer with internet access and projector facility
• Computers/tablets for research
• Paper

Lesson

Cairo Ancient Egypt

Check the map and input how many miles the children have accumulated.

The River Nile

Introduce pupils to the River Nile by watching and taking notes on this video. Ask them to jot down any key words/information on how the Nile is used and it’s importance for peoples’ survival:
https://www.bbc.co.uk/education/clips/zg4q6sq

This link will also be good for the pupils to read through and pick out key information:
http://www.ducksters.com/history/ancient_egypt/geography_nile_river.php

Activities to follow this:

• Explain to the children that the Egyptian Government are planning on filling in the River Nile to create more space to build pyramids. Ask them to write a persuasive letter outlining why it is important for survival that the River Nile cannot be eradicated!

• Use the following video about the River Nile: https://www.bbc.co.uk/education/clips/z74jxnb
Ask the pupils to create a poster map of the River Nile adding key information of how water is extracted using diagrams, key words/information and the importance of the Nile including what it was used to transport. Outline how the water cycle effects the flooding of the river. If help is required explaining the water cycle they could watch this:
https://www.youtube.com/watch?v=TWb4K1M2vts

• HAP task: Ask children to create a comparative piece of writing on how the importance of the River Nile compares with a local river to them e.g. River Severn

NC Covered:
H1, A2, A4, G1, G3, A1, A2
Lesson 4

NC Covered: H1, A1, A2, A4, G1, G3, A1, A2

We are learning to (WALT):
Outline the achievements of the earliest civilisations – Egypt.

Resources/materials:
Interactive Map: Ancient Civilisations
- Computer with internet access and projector facility
- Computers/tablets for research
- Paper

Lesson

Ancient Egypt

The pyramids and Sahara Desert

On the link below there are 5 videos that outline how a pyramid was made through the eyes of a worker. Ask children to take notes during each video. Draw main points in groups at the end of each video to ensure all pupils have accurate note form: https://www.bbc.com/bitesize/clips/zwk8q6f

Activities to follow this:
Use the information on the following link to help with the tasks below: http://www.ducksters.com/history/ancient_egyptian_pyramids.php

- Write an account: ‘A day in the life of a worker’ outlining what it was like to build the pyramids and how the pyramids were built.
- Instructional writing on ‘How to build a phenomenal pyramid’.
- Create a brochure persuading people to visit the Egyptian pyramids. Ask children to use photos, quotes and persuasive language. Provide with key sub headings to help shape ideas e.g. Types of pyramid, Did You Know? The most famous king etc.
- HAP task: Use this link for the pupils to understand more about how deserts work and how living things adapt to the conditions:
  http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/desert_rev1.shtml
  Compare and contrast - how does the environment in the African Sahara Desert compare with Sherwood Forest in Britain? Pupils to outline in table form key physical and human characteristics of each environment.
Lesson 5

NC Covered: H1, H3, A1, A2, A3, A4, G1, G2, A1, A3

We are learning to (WALT):

Understand a non-European society that provides contrast with British History
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Resources/materials:

Interactive Map: Ancient Civilisations
- Computer with internet access and projector facility
- World maps (printed)
- Computers/tablets for research
- Paper

Lesson

Baghdad

Check the map and input how many miles the children have accumulated.

Ancient Islamic civilisation
Play the pupils this video that provides an overview of ancient Islamic civilisation. Ask children to take notes during this video of what influences we have today that come from this ancient civilization.
https://www.bbc.co.uk/education/clips/zcmdtyc

Activities to follow:

- Ask children to highlight on a current world map, all the countries the Islamic Empire ruled in the Middle Ages. Ensure the map has lines of latitude and longitude. Explain to the children why these lines are used. https://www.youtube.com/watch?v=5Ab-gE8ov4o (song about latitude and longitude). Ask them to add labels for the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones for Baghdad and London (including day and night). Ask children to highlight Greece and Egypt as well and note the time zones in Athens and Cairo.

- As an extension, children can develop questions for their friends to answer based on the lines of latitude and longitude e.g. where is the location of ____?

- Create a timeline of the main events during the Islamic period using the link below, provide children with key information which they need to extract: http://www.ducksters.com/history/islam/

- HAP task: Watch the following video: https://www.bbc.co.uk/education/clips/z9sxv4j
  Ask the pupils to write an account based on Urian’s video outlining what we have in Britain now that has been developed from Ancient Sumer.
Lesson 6

NC Covered:
H3, A1, A2, A3, A4, G1, A1

We are learning to (WALT):
Understand a non-European society that provides contrast with British history.

Resources/materials:
Interactive Map: Ancient Civilisations
- Computer with internet and projector facility
- Computers/tablets for research
- Video camera and green screen (if available)
- Paper

Lesson

Ancient Islamic civilization – Daily Life and Religion

Read through page 8 of the link below with the pupils outlining how influential the Islamic world was on western society.

http://www.bbc.co.uk/bitesize/ks3/history/the_wider_world/medieval_islamic_world/revision/8/

Activities to follow:
Allow pupils time to research more about the ancient Islamic world using all the links presented below:
https://prezi.com/38a6mi4jd2qo/the-golden-age-of-islam/
http://www.ducksters.com/history/islam/daily_life.php
http://www.bbc.co.uk/bitesize/ks3/history/the_wider_world/medieval_islamic_world/revision/1/

- Using the above links as a starting point, create a fact file on what daily life was like in this period - homes, food, clothing, medicine etc. Allow pupils to research aspects further using books/internet.
- How did the ancient Islamic civilisation influence the western world? Ask the pupils to create a poster using simple images and phrases to show these influences.
- Ask the pupils to work in table groups to create a short promotional video/report about why people should visit Baghdad in the Golden Islamic Age. This should cover attractions like buildings, goods - for example carpets, silk, spices etc, medicine and knowledge (books). Each person in the group should present a different attraction.
- **HAP task:** Ask pupils to compare and contrast Islam and Christianity. This link provides insight into Islam: http://www.ducksters.com/history/islam/islam.php
  Ask them to create a table in their books or write a discussion text on the similarities and differences of these two world religions.