



### As a Year 4 Historian, I will know...

<p>What was life like in Ancient Egypt and how did it compare to other Ancient Civilizations?</p>	<p>The Ancient Egyptian civilization began around the same time as The Bronze Age. Egypt is in the continent of Africa. Egyptian people settled there due the River Nile.</p>	<p>The most famous pyramids are the pyramids of Giza and these are guarded by the Great Sphinx. There are mixed opinions on who built the pyramids: some believe it was slaves; others believe it was skilled workmen.</p>	<p>Ancient Egyptians believed in the afterlife. They would carry out the ritual of mummification to prepare a body for the afterlife. The Ancient Egyptians worshipped over 2000 gods and goddesses, with each god playing an important role in everyday life. Children will be able to name some of the most important Egyptian gods.</p>
<p>FOCUS: Similarity and difference.</p>	<p>The River Nile was important to Ancient Egypt for many reasons. Children will be able to recall some of the reasons and impact this had on the people of the time.</p>	<p>Hieroglyphs were the ancient Egyptian way of writing that used pictures instead of letters. The Rosetta Stone is famous because it contains hieroglyphic script that specialists were able to decode. Part of It was written in Ancient Egyptian.</p>	<p>Name and locate the other Ancient Civilizations that were around at the time. Understand that these civilizations were around at the same time as Bronze Age Britain (sticky knowledge Y3) and Ancient Egypt.</p>
	<p>The very first writing system in the world was invented by the Sumerians around 3300BC. The first writing used pictures as words but over the next 200 years, these pictures became symbols known as cuneiform writing. Each early civilisation used different materials to write on.</p>	<p>At first, trade took place between nearby communities but soon people started trading over larger distances. Sumarians used clay tokens and the Indus Valley used seals. The first coins were made in 700BV but they did not reach Britain until 100BC.</p>	<p>One of the earliest technologies in the world was the wheel. The ancient Sumerians invented this around 4000BC. There were many other inventions during early civilisations such as make-up, irrigations, knives, ploughs and door locks.</p>
	<p>The Ancient Sumerians built temples called Ziggurats from mud bricks. Ancient Egyptians build enormous pyramids which were temples for Pharaohs (kings).</p>		



	The Indus Valley built impressive structures which were used for religious ceremonies.		
How much have the Greeks influenced Britain today?  FOCUS: significance	The earliest Greek civilizations thrived nearly 4000 years ago and they lived alongside the Egyptians, Maya (UKS2) and Romans (Y3) and Bronze age Britain (Y3). Children will be able to explain some advantages and disadvantages of the location of Ancient Greece.	Religion was very important to the Greeks because they believed it would make their lives better whilst they were living. The Ancient Greeks believed in many different gods and goddesses. They believed that these gods and goddesses controlled everything in their lives and the environment.	Ancient Greece was organised into city states, which is very different to the UK. They operated as separate places but did come together on certain occasions such as war. Each state had their own individual identities and successes. Children will be able to explore and recall their facts about a state of their choosing.
	The Ancient Greeks had a great influence on the modern world. They impacted areas such as: health, architecture, democracy and sport.	Children will be able to name some famous Ancient Greeks and give reason for this. Children will be able to offer their own opinion about which person had the most significant impact on the Ancient Greece at the time and the modern world today.	

## As a Year 4 Historian, I can...

### Chronological understanding

Place events from a time studied on a timeline.  
Use terms related to the period and begin to date events.  
Understand more complex terms such as BC/AD.

### Range and depth of historical knowledge

Use evidence to reconstruct life in time studied.  
Make valid statements about the main similarities, differences and changes occurring within topics.  
Identify key features and events of time studied.  
Look for links and effects in time studied.  
Offer a reasonable explanation for some events.



## As a Year 4 Historian, I can...

### Interpretation of history

Look at the evidence available.  
Begin to evaluate the usefulness of different sources.  
Begin to give own view about a historical event and justify with given evidence.

### Historical Enquiry

Use evidence to build up a picture of a past event.  
Choose relevant material to present a picture of one aspect of life in time past.  
Ask a variety of questions.  
Use text books and given internet sites for research.

### Organisation and communication

Recall, select and organize historical information.  
Communicate my knowledge and understanding in a range of ways.