

<p align="center">Year 3 Autumn 1: Ancient Egypt Disciplinary Skill: Continuity and Change. Disciplinary Outcome: By the end of the unit pupils will be able to explain continuity and change in Ancient Egypt.</p>						
Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested Activities	Core Vocabulary	Connections
Pupils will learn about: <ul style="list-style-type: none"> The location of Ancient Egypt; the origin of Ancient Egypt's settlement around the Nile; the role the Nile played in developing belief systems; the role the Nile played in agriculture; the power structures of the pharaoh and double crown being linked to the geography of Egypt; how power structures were sustained through art, writing & belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming; how Egyptian kingdom, art, pyramids, beliefs and writing changed through time. 	1. How was Howard Carter's discovery important to our understanding of Ancient Egypt?	<ul style="list-style-type: none"> Howard Carter found a tomb from an ancient ruler in Egypt in an area they called the Valley of the Kings. Howard Carter excavated the tomb. Howard Carter was an archaeologist. Ancient Egypt is in Northern Africa. The tomb had hieroglyphics on the walls which the archaeologists could not read. Hieroglyphics is picture writing. The tomb contained the remains of a ruler called Tutankhamun. The tomb was filled with precious objects made from gold and ebony including a gold mask which covered his face and showed his wealth. This was a great archaeological discovery as it taught us lots about the life of the ancient Egyptians which we had not known before. 	<ul style="list-style-type: none"> Asking and answering historical questions Using evidence from sources (story, images) Developing historical vocabulary (archaeologist, tomb, remains) Sequencing events 	<ul style="list-style-type: none"> Partner talk Q&A Guided reading and discussion Vocabulary definition tasks Sentence building using key terms 	Valley of the kings, archaeologists, excavate, tomb, ruler of ancient Egypt, archaeologist, remains, hieroglyphic, ebony, Tutankhamun	Historic link to excavation and archaeologist in Cradles of Civilisation unit.
	2. How and where did the Ancient Egyptians live?	<ul style="list-style-type: none"> Egyptians lived around the river Nile. Ancient Egypt is one of the oldest civilisations in the world. The River Nile helped make it successful. The River Nile flows through Egypt from Upper Egypt high in the mountains through Lower Egypt towards the Mediterranean Sea. The word Nile means black. Before 3000 BC Egypt was separated into two kingdoms. The ruler of Upper Egypt wore a white crown. The ruler of Lower Egypt wore a red crown. When the kingdoms united in 3000 BC, they had one ruler called a pharaoh. The pharaoh wore a double crown with white and red. The pharaoh defended Egypt from enemies, got officials to collect taxes, made the laws and owned the land. Egyptians believed the pharaoh was a god in human form. Viziers were the pharaohs trusted advisors, but priests, soldiers and scribes also supported the pharaoh. Priest worked in religious buildings. Scribes recorded important information. Their writing was carved in stone using hieroglyphics. When the Nile flooded, the soil became black and fertile. Egyptians called this the black land. The red land was desert where no crops grew 	<ul style="list-style-type: none"> Understanding how geography affects settlement (River Nile) Linking cause and effect (flood → fertile land → farming) Understanding social hierarchy (pharaoh, vizier, scribes) Map interpretation 	<ul style="list-style-type: none"> - Draw and label map of Egypt Sketch double crown with labels Full sentence oral responses Short written explanations 	historians, civilisation, BC/before Christ, BCE/ before the common era, civilisations, Nile, mediterranean sea. Kingdom, upper Egypt, lower Egypt, united, crown, kingdoms, double crown, pharaoh, taxes, enemies, priests, scribes, hieroglyphics, fertile, protected, mine	Geographic link to Rivers topic. Historical link - Revisited later in Cradles of Civilisations unit where the importance of the river for a civilisation is explored again.

		<p>but Egyptians could mine precious metals and stones.</p> <ul style="list-style-type: none"> • Most Egyptians were farmers and labourers at this time. 				
3. How did Ancient Egypt change over time?	<ul style="list-style-type: none"> • Pyramids were built by pharaohs to show their power. They were made of stone. • The first pyramid had seven stone steps, each of a different size, and was built in Lower Egypt in Giza by Pharaoh Djoser. He was buried in the pyramid after his death. • The Old Kingdom was the period 3000 BC and this was when the pyramids were built. Later came the Middle Kingdom 2000 BC and the New Kingdom 1000 BC. • As pyramids improved, they did not have steps anymore. The most famous pyramids was build by a pharaoh called Cheops. It is in Giza. • During the Middle Kingdom (2000 BC) the ancient Egyptians started to worship the god Amun. He was the king of all the gods. He carried the ankh which was the ancient Egyptian symbol of life. • During the New Kingdom (1000 B), Egyptians used horses to pull chariots in battle. They also started to create and use new weapon which were now made of bronze and much more deadly. • By the New Kingdom, no pyramids were built anymore, and pharaohs were buried in the valley of the kings in Upper Egypt to protect their graves from grave robbers. • Tutankhamun has the words 'ankh' and 'Amun' inside it. The pharaoh 'tut' changed his name to Tutankhamen to mean ' the living image of Amun. • During the ancient Egyptian civilisation pyramid shape changed, where pharaohs were burred changed, a new god was introduced and weapons changed. 	<ul style="list-style-type: none"> • Chronological understanding (Old, Middle, New Kingdoms) • Recognising continuity and change • Using evidence from historical structures (pyramids) • Identifying developments over time 	<ul style="list-style-type: none"> • Timeline/map annotations • Pyramid sketch comparison • Paragraph writing: how Egypt changed • Quiz: correct historical statements 	Old Kingdom, Middle Kingdom, New Kingdom, pyramids, Giza, Cheops, Amun, Ankh chariots, overpower, weapons		
4. What did Ancient Egyptians believe?	<ul style="list-style-type: none"> • Amun was the king of the gods of Egypt. • Ra was the sun god • Amun Ra was the most important of all the Egyptian gods. He had the head of a hawk and the Egyptians believed he made the sun rise and set every day. • The Egyptians depended on the Nile was life. It could be calm and peaceful or dangerous and destructive when flooded. • The Egyptians told stories about the gods to help them understand how the universe worked. • Nut was the goddess of the sky. • Gev was the god of the earth. • Ancient Egyptians believed that in the beginning there was darkness. No universe at all. . There was just one all-seeing eye, the eye of the god Atumn. 	<ul style="list-style-type: none"> • Interpreting religious beliefs in history • Explaining significance of beliefs to society • Using visual evidence (symbols, gods) • Making inferences from images 	<ul style="list-style-type: none"> • Storytelling and comprehension • Source analysis (Ma'at, Anubis, Ra) • Group discussion and explanation writing • Matching beliefs to evidence 	Amun Ra, hawk, Osiris, Isis, dependent, flooded, universe, order, Ma'at, Anubis, afterlife, underworld	Historical link - Religious beliefs in another ancient civilisation later explored in the Cradles of Civilisation topic.	

		<p>Atum mated with his shadow and had two children Tefnut (goddess of moisture) and Shu (god of air) but everything was a mess so he asked them to tidy up the universe. They were given a helper called Ma'at who helped them bring order. They separated the sky from the earth and the sea from the land and the red and black land and the rulers and the ruled.</p> <ul style="list-style-type: none"> • The Egyptians liked order and balance. Ma'at at balanced feathers which were neat and tidy to represent how she brought balance to the universe. The river Nile was balanced because it helped to grow crops. The pyramids were precise and symmetrical to show balance. • Isis was the goddess married to Osiris and she could heal the sick. • Anubis weighed people's hearts against a feather from the Goddess Ma'at to see if you would go to the afterlife. They believed you were judged by the deeds you had done to see if they were good or not. Anubis had a jackal's head. • Osiris was the god of the underworld. He was green to represent afterlife. He welcomed people to the afterlife. 				
5. What did Ancient Egyptians believe about death?	<ul style="list-style-type: none"> • Egyptian gods and goddesses helped the ancient Egyptians explain how the universe worked. • Egyptians called the soul ba. • They believed that every night the soul returned to the body and that the ba needed a body so they believed they had to preserve the body after death. They draw ba as having wings (like Ma'at). • After death, ancient Egyptians wrapped each limb in a white cloth to stop it decaying. They wanted to preserve the body. • By the end of the Old Kingdom, they worked out a way to remove moisture from the body. This was called embalming or mummification. • After death, the body was washed with Nile water, the moisture was removed by removing the organs, the brain was removed through the nose with a wire hook and each limb was wrapped separately in a cloth. • Organs were stored in canopic jars where they were watched over by specific gods. • They believed the body had to stay looking the same so that the ba could find it each night. • Tutankhamun was embalmed and buried inside a tomb. Howard carter found his mummy. 	<ul style="list-style-type: none"> • Understanding beliefs about death and afterlife • Using artefacts as evidence (mummies, canopic jars) • Linking process to purpose (embalming → preserve body) • Explaining historical methods 	<ul style="list-style-type: none"> • Sequence mummification steps • Class demo (teddy embalming model) • Vocabulary cards (ba, embalming) • Story explanation writing 	soul, ba, limb, decaying, preserve, canopic jars, embalming, mummification		
6. How did the Ancient Egyptians write?	<ul style="list-style-type: none"> • Ancient Egyptians wrote using hieroglyphics. Each picture or symbol was 	<ul style="list-style-type: none"> • Interpreting ancient writing systems 	<ul style="list-style-type: none"> • Write using hieroglyphs 	Rosetta, hieroglyphs, Rosetta Stone, translated, Demotic, Greek. Cartouche, inscriptions, carved, papyrus	Historical link – writings for recording trade explored in Cradles of Civilisation unit.	

		<p>called a hieroglyph and represented something.</p> <ul style="list-style-type: none"> • 100 years before Howard Carter found the hieroglyphics in Tutankhamun's tomb, a group of soldiers found a stone in Rosetta which is now known as the Rosetta Stone. This helped them to translate the hieroglyphics. It had writing at the top of it which was in hieroglyphics. Writing in the middle, called Demotic, and writing at the bottom in Ancient Greek. Using the Ancient Greek which they knew, helped them to translate the meanings of hieroglyphs. • There are no spaces between hieroglyphs. • Some hieroglyphics are carved into a cartouche. This oval shape with hieroglyphs on was usually used to spell a special name such as of a god or pharaoh. • Hieroglyphs were use in temples, on cartouches and to record laws, rituals and stories. 	<ul style="list-style-type: none"> • Understanding source significance (Rosetta Stone) • Decoding symbols as evidence • Linking writing to power and identity 	<ul style="list-style-type: none"> • Decode cartouches • Evidence questions about Rosetta Stone • Vocabulary practice 		<p>Ancient Egyptian Writing also explored in Ancient Greece topic.</p>
<p>Synoptic Task:</p> <p>By the end of the unit pupils will be able to answer the question: In what ways did ancient Egypt change?</p> <p>This may include talking about how the rulers changed, how the burial of pharaohs changed, how new gods were worshipped, how new weapons were introduced and fighting changed, and how Egyptians learnt to embalm bodies.</p>						

Year 3 Autumn 2: Cradles of Civilisation
Disciplinary Skill: Similarities and Differences

Disciplinary Outcome: By the end of the unit pupils will be able to identify the similarities and differences between Ancient Egypt and Ancient Sumer and explain the key features of ancient civilisations.

Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core skills	Suggested Activities	Core Vocabulary	Connections
<p><i>Pupils will learn about:</i></p> <ul style="list-style-type: none"> • Ancient Mesopotamia as the land between two rivers being a unique cradle of civilisation. • The development of writing to record trade. • A geographical overview of the ancient civilisations of the world including similarities. • An in-depth study of ancient Sumer in Mesopotamia including rivers, settlements and art. • Ziggurats. 	<p>1. How did the location of Sumer make it a successful place for farming?</p>	<ul style="list-style-type: none"> • The first writing was on clay tablets found in Iraq around 3000 BC in a city called Sumer. The tablets were excavated by archaeologists. • Sumer was a city in Mesopotamia where two rivers flowed into the sea. The rivers were called the Tigris and the Euphrates. • Sumer was a city in a region called Mesopotamia. Mesopotamia means the land between the two rivers. • The Fertile Crescent was an area stretching from Sumer to Egypt. It had good soil for growing crops. • The Sumerians learned how to help the river take the water where they needed it to farm. 	<ul style="list-style-type: none"> • Use historical vocabulary accurately (e.g. archaeologist, excavate, civilisation, fertile). • Identify and explain the importance of geographical features in shaping early civilisations. • Begin to make simple cause-and-effect links in history (e.g. rivers → fertile soil → farming → settlement). • Retrieve key information from historical sources to build secure knowledge. • Use full sentences to explain historical understanding. 	<ul style="list-style-type: none"> • Paired retrieval recap from Autumn 1 to connect learning about Egypt and the River Nile. • Introduce Mesopotamia using map analysis – pupils identify the Tigris and Euphrates and label key features. • Choral repetition of key vocabulary and definitions to secure pronunciation and understanding. • Teacher story section read aloud to build narrative understanding of Sumer and the Fertile Crescent. • Pupils draw and label a simple irrigation diagram to explain how Sumerians used river water for farming. • Sentence completion and structured oral rehearsal to build full-sentence historical explanations. 	<p>tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent</p>	<p>Geographic link to Rivers topic.</p> <p>Historic link – builds on importance of rivers for civilisation from Ancient Egypt topic.</p>
	<p>2. What were trade, writings and buildings like in Sumer?</p>	<ul style="list-style-type: none"> • The Sumerians grew so much food that they could trade some of it such as onions, beans, apples, garlic and grapes. • Farming meant the Sumerians did not need to hunt, did not need to move around and that they could stay in one place. • The Sumerians also wove cloth to trade. • Sumerians were religious. The king of Sumer lived in the Ziggurat, so did priests and so did gods! The gods were worshiped at the top (because they believed the gods lived in the sky) in a sacred area which was used as a temple. The king lived below them, and the priests lived below that. At the base was a triangular-shaped stairs and an area used for trade and as a warehouse. • A ziggurat was a huge religious building in Sumer. • Sumerians wrote using a language called cuneiform where symbols were made by pressed a wedged stick into clay. Cuneiform means 'wedge-shaped'. It is written using reeds from the river into clay from the river. It is left in the sun to dry and garden. • Writing started because people needed a way to record their produce, cattle, trade and dedications. 	<ul style="list-style-type: none"> • Explain how farming allowed economic development and trade. • Identify features of early civilisation using evidence (trade, settlement, religion, writing). • Understand and describe purposes of different historical buildings (e.g. ziggurats). • Explain why writing developed as a historical change over time. • Use historical vocabulary precisely (trade, ziggurat, cuneiform, civilisation). 	<ul style="list-style-type: none"> • Recap task: retrieval questions from Lesson 1 (Tigris, Euphrates, Mesopotamia). • Use images from PPT to identify different Sumerian jobs (weavers, herders, traders). • Class discussion: why did farming lead to trade? (cause and consequence thinking). • Label and annotate a ziggurat diagram (levels, king, priests, gods, trade area). • Short modelling demonstration: how cuneiform was pressed into clay tablets. • Partner explanation task: pupils explain why writing developed in Sumer using 	<p>trade, weaving, herding, ziggurat, cuneiform</p>	<p>Historic link – builds on importance of early writing and farming for early civilizations from Ancient Egypt unit.</p>

		<p>It helped them plan for the future and become more powerful as a civilisation.</p> <ul style="list-style-type: none"> • They were the first civilisation to write laws and stories. • Priests worked with scribes to track the weather and look at patterns to help improve farming. 		<p>full sentences.</p> <ul style="list-style-type: none"> • Use sentence stems to support writing: "Writing was important because...". 		
3. What is an Epic poem and what happened in the Epic of Gilgamesh?	<ul style="list-style-type: none"> • In ancient civilisation people like to share stories with gods and goddesses monsters, heroes, adventure ad action. • In the remains of a palace in Assyria, archaeologists found a very long poem called the Epic of Gilgamesh. An epic is a very long poem. • In the poem, a king called Gilgamesh lives in a neighbouring city of Babylon. He was born there. He was strong and handsome but also wicked and cruel. He forced the people to build him huge palaces to lived in and the people were in constant fear of him. The people prayed to the gods. The gods thought hard about how to help and found and man called Enkidu who was big and strong but not very civilised as he lived in the forest with the wild animals. The gods led him to the city where he heard of Gilgamesh's cruelty and challenged him to a fight. The battled and realised they dd not hate each other so became friends and went on adventures together. They entered the forbidden forest where the gods lived. No human was allowed and so the gods sent a monster to scare them away called Humbaba (humm-bar-bar). Gilgamesh and Enkidu called on the great winds to trap the monster so that he lost his power over Sumer. But this angered the goddess Ishtar (ish-tar). It angered Ishtar so much that she decided to destroy all Sumerian crops as a punishment. She sends the Bull of Heaven to trample the crops but they kill the bull. Tis enraged the gods who cause Enkidu to fall ill and die. Gilgamesh is heartbroken and begins to seek for the secret of eternal life. He goes to see an old man called Utnapishtim who survived a flood many years ago but he says he survived because the gods warned him of the flood and he saved all the animals so the gods granted him eternal life as a thank you. Gilgamesh decided to return home to be a better king as he realised he cannot live forever but can live on in the memories of the people who love him. • It is one of the oldest stories ever found. 	<ul style="list-style-type: none"> • Understand how stories from the past can be used as historical sources. • Identify key features of an epic story (hero, gods, adventure, moral message). • Explain changes in a character over time using evidence from a historical story. • Sequence events within a narrative from the past. • Use precise historical vocabulary (epic, Assyria, Babylon, Gilgamesh, cuneiform). 	<ul style="list-style-type: none"> • Retrieval starter: recap Sumer, ziggurats and trade using quick-fire questions. • Introduce the concept of an epic using vocabulary explanation and examples. • Map task: locate Assyria and Babylon to build geographical context. • Teacher storytelling of The Epic of Gilgamesh using actions to support recall (Opening Worlds technique). • Paired sequencing activity: arrange key story events in order. • Oral rehearsal: pupils retell a section of the epic using full sentences. • Short written outcome: retell part of the story or summarise why Gilgamesh changed. 	Gilgamesh, epic, Assyria	<p>RE link – epics introduced during Hindu stories unit.</p> <p>Historic link – importance of story in developing civilisations introduced now and revisited in Ancient Greece unit.</p>	
4. What is a 'Cradle of Civilisation' and why do we call it that?	<ul style="list-style-type: none"> • People settles near rivers because of what they can provide. • The Indus River flowed through the Indus Valley civilisation in India. The Yellow River flowed through the Shang civilisation in China. • Early Civilisations are when people stopped being nomadic (wandering from place to place) because they built settlements and farmed. The Indus Valley and the Shang civilisation were both ancient civilisations built by rivers, just like Sumer and Egypt. • Farming crops happened in Egypt by the Nile, Indus by the Indus River, Sumer between the Euphrates and Tigris and Shang by the Yellow River. The civilisations were built around the rivers. 	<ul style="list-style-type: none"> • Compare early civilisations using historical evidence. • Identify and explain similarities in how civilisations developed (river use, farming, settlement). • Use historical vocabulary related to early societies (civilisation, nomadic, Indus Valley, Shang). • Develop understanding of continuity (features shared across civilisations). 	<ul style="list-style-type: none"> • Retrieval recap: recap Lesson 3 using full-sentence responses. • Introduce term cradle of civilisation using concept discussion and examples. • Map task: identify and label locations of Egypt, Mesopotamia, Indus Valley and Shang. • Compare features table: pupils list what each civilisation had in common (river farming, cities, temples). 	Indus valley, Shang, nomadic, cradle, bronze	<p>RE link – the Indus valley and river mentioned in Hinduism topic.</p> <p>Historic link – recapping key features of the Ancient Egyptian civilisation.</p>	

		<ul style="list-style-type: none"> • We call these cradles of civilisation because they are where civilisations started out by building cities including temples. • Cradles of civilisation include Egypt, Mesopotamia, the Indus Valley and Shang. • Ancient civilisations heated and melted copper and tin to form a stronger metal called bronze. • The similarities all early ancient civilisations had were; closeness to rivers, settling instead of being nomadic, having easy access to clean water to farm, early forms of writing, creating and using bronze, and telling stories. 	<ul style="list-style-type: none"> • Begin to generalise using historical knowledge (all early civilisations relied on rivers). 	<ul style="list-style-type: none"> • Vocabulary call-and-response to secure pronunciation of new terms. • Paired talk task: explain why rivers were essential for the first civilisations. • Short explanatory writing: "A cradle of civilisation is..." 		
5. How were the ancient civilisations similar?	<ul style="list-style-type: none"> • The Shang people built altars and offered sacrifices to their gods. Altars are found in most ancient civilisations and all ancient civilisations offered sacrifices to their gods including the Ancient Egyptian, Sumerians and Shang people. • Sumerians offered sacrifices inside their stone ziggurats. Shang people offered them on stone altars. • The Shang people wrote about gods and goddesses using their own pictorial language just like the Egyptians with hieroglyphics and the Sumerians with cuneiform. • Archaeologists have deciphered the hieroglyphics and cuneiform but cannot decipher the Indus Valley writing. • Some similarities between civilisations are their closeness to and use of the river, their building designs, their writings, their rulers, their sacrifices and their gods. • There are two ancient civilisations in the America as well called the Andean and Mesoamerica civilisations. 	<ul style="list-style-type: none"> • Identify and explain similarities across multiple civilisations using evidence. • Use comparative language to explain historical similarity (both, also, similarly). • Understand the role of religion and ritual in early societies. • Recognise early forms of writing as historical sources. • Use precise vocabulary to compare civilisations (altar, sacrifice, decipher, civilisation). 	<ul style="list-style-type: none"> • Retrieval warm-up: recap earlier lessons on Sumer and cradles of civilisation. • Image analysis: compare ziggurats, pyramids and Shang altars – what is similar? • Vocabulary match and sentence building using key terms. • Guided discussion: why do many early civilisations have similar features? • Example model: teacher compares Sumer and Shang using full sentences. • Pupils complete a comparison grid: writing, buildings, rulers, religion, rivers. • Paired explanation: pupils give verbal historical comparisons using sentence stems. 	altar, sacrifices, decipher	Historical link - Religious beliefs in civilizations already explored in Ancient Egypt. Historic link – recapping key features of the Ancient Egyptian civilisation.	
6. What role did Art play in ancient civilisations?	<ul style="list-style-type: none"> • All ancient civilisations made sculptures from either stone or clay. Sometimes, they were made from bronze as the civilisations advanced. • All ancient civilisations made buildings, sculptures and paintings. • Often art contained symbols from writing, myths, or religions. 	<ul style="list-style-type: none"> • Use artefacts (art, sculpture, objects) as historical sources to learn about the past. • Describe and infer meaning from visual evidence. • Identify similarities and differences in artistic styles across civilisations. • Use precise historical vocabulary (sculpture, bronze, mythical, decorative). • Explain how art reflects beliefs and culture in early civilisations. 	<ul style="list-style-type: none"> • Retrieval starter: recap features of ancient civilisations (rivers, writing, buildings, religion). • Source analysis: examine images of Sumerian, Egyptian and Shang art. • Identify materials used (stone, clay, bronze) and discuss what this suggests about technology. • Paired inference task: what does this artwork tell us about beliefs or daily life? • Sorting activity: classify examples into sculptures, symbols and religious artefacts. 	Sculptures, mythical, decorative	Historic link to art and artefacts in future Indus Valley Civilisation unit.	

				<ul style="list-style-type: none">• Vocabulary rehearsal and sentence building using new terminology.• Short written explanation: "Art can tell us that ancient civilisations..."		
Synoptic Task: By the end of the unit pupils will be able to answer the question: In what ways were Egypt and Sumer the same and different? This may include geographic location and features, buildings, writing, paintings, sculpture and farming.						

Year 3 Spring 1: Indus Valley
Disciplinary Skill: Evidential Thinking

By the end of the unit pupils will be able to discuss how rulers and religions played a part in shaping the Indus Civilisation. They will be able to talk about key ideas in architecture, trade and travel during the Indus Civilisation.

Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested Activities	Core Vocabulary	Connections
<p><i>Pupils will learn about:</i></p> <ul style="list-style-type: none"> Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) and what they teach us about this civilisation. Bricks, buildings, baths, bathrooms and drainage in the Indus Valley. Places of significance to the Indus valley including Mohenjo Daro, Harappa and Lothal Similarities and differences between Indus Valley and Sumer and Egypt (for example writing and monuments. Craftsmanship, trade and bartering in the Indus valley. Puzzles for historians, including rulers and religion. 	<p>1. What can we learn about the Indus Valley Civilization from the artefacts left behind?</p>	<ul style="list-style-type: none"> Archaeologist discovered a statue of a girl around 11cm tall which is 4000 years old. She is wearing bangles and archaeologists believe she appears to be dancing. She was found in the Indus valley in a city called Mohenjo-Daro. The Indus Valley is the area between India and Pakistan where the Indus flows, and sometimes floods, making it very fertile. Mohenjo-Daro was once a large city, built in 2600 BC. The city was made from bricks and in very straight lines. It was built near the river Indus so the land was perfect for farming and led to trading. The Indus valley was farming and developing a civilisation before Mesopotamia or Egypt. As well as farming, craftsmen and traders set up markets to buy and sell goods. Merchants earned their living trading. Other cities developed on the River Indus as well as Mohenjo-Daro, cities called Harappa and Lothal were also established on the river. Strangely, unlike other civilisations, no monuments have been found in the Indus valley. Strangely, unlike other civilisation, no decipherable writing has been found other than seals, but we don't know what they mean. 	<p>Observing and describing archaeological artefacts in detail Making connections between geographical knowledge and historical study Understanding the relationship between rivers, flooding, and early civilisation Recognising similarities between different ancient civilisations Using subject-specific vocabulary (bangles, fertile, merchants, markets, monuments) Distinguishing what we know from what remains unknown</p>	<p>Image discussion of the Dancing Girl; map work locating the River Indus and Indus cities; retrieval comparison with the Nile, Tigris and Euphrates; partner talk explaining why cities grew near rivers.</p>	<p>necklace, bangles, Mohenjo-Daro, merchants, market, Indus Valley civilisation, reconstruction, reconstructed, Harappa, monuments, seals</p>	
	<p>2. How do sources from the past tell us what it was like?</p>	<ul style="list-style-type: none"> A primary source is something left behind from the past which tells us about that period. To find out about the past historians and archaeologists ask questions about sources. Without buildings and writings, it is hard to piece together everything about the Indus Valley civilisation but we do have statues, bricks and buildings. From the sources we have, such as the dancing girl, the bird whistle and the carving that looks like a harp, we believe the Indus people made music as they are evidence. Evidence is something which allows us to make a conclusion about something we did not know before. Potsherds (pieces of pottery) also tell us about the past. Grains of barley found on stone circular platforms given us evidence that these were threshing platforms where grains were separated from their stems. 	<p>Understanding what a historical source is Learning to ask questions about sources Putting multiple sources together to solve historical puzzles Using sources as evidence to support conclusions Making inferences from archaeological finds Distinguishing between what we observe and what we can infer</p>	<p>Sorting and discussing objects as sources; creating a mini-museum; guided discussion using evidence; oral explanations using sentence stems.</p>	<p>sources, evidence, trench, pottery, potsherds, threshed, threshing, barley, becon</p>	<p>Geographic link to agriculture unit.</p>
	<p>3. What do buildings, bricks and bathrooms tell us about technology in the Indus Valley?</p>	<ul style="list-style-type: none"> A town or city is an urban area. A strong, safe part of an ancient city is called a citadel. 	<p>Analysing physical remains (bricks, buildings, structures)</p>	<p>Image analysis of Mohenjo-Daro; labelled diagrams of baths, drains and wells;</p>	<p>urban, citadel, fired, kiln, technology, sewage, Lothal, drain, wells, draw water.</p>	

		<ul style="list-style-type: none"> The walls and streets of Mohenjo-daro were made of uniformed bricks in straight lines with a large mound (citadel) at the cities centre. The bricks were made from mud but baked in a kiln to make them very hard. We call baking bricks 'firing'. From Mohenjo-daro we know that the Indus Valley people could make uniform bricks, could fire bricks in a kiln, could make straight roads and walls and plan large cities and buildings. We also know that they had baths and used pots to shower. They even made drains to funnel the water away. They also had toilets and wells which they drew water from. This tells us they had tools for digging deep underground. This is all evidence of early technology – using machinery, tools and knowledge. 	<p>Understanding ancient technology and engineering skills Making deductions about organisation and planning from physical evidence Learning new vocabulary specific to archaeology (urban, citadel, kiln, fired) Drawing conclusions about daily life from architectural features</p>	<p>short written explanations using full sentences.</p>		
4. Did the Indus Valley people create jewelry and ornaments and how do we know?	<ul style="list-style-type: none"> We know from the sources left behind that the Indus Valley people made jewellery and artwork. We have found sculptures, like the dancing girl, with jewellery on and beautifully decorated potsherds from pottery. We have also found decorated seals. Most seals show large animals. We know from sources we have found that large animals such as oxen were precious to the Indus people. We know they used their skin for clothes and bags, ate them for meat and used them to pull carts and ploughs. Some seals show wild animals. Seals were made by carving a design into stone, then pressing it into wet clay. They have found beads made from different types of stones such as carnelian which turns red when heated, left behind by the Indus Valley people. Terracotta was used to make pots. 	<p>Examining different types of artefacts (seals, pottery, jewellery) Understanding manufacturing processes and techniques Recognising what artefacts reveal about technology and skills Distinguishing between functional and decorative objects Tracing the lifecycle of objects from creation to archaeological discovery</p>	<p>Designing and making a seal; storytelling the life of a potsherd; writing labels for artefacts.</p>	<p>jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian</p>	<p>Historic link to art and artefacts in Cradles of Civilisations.</p>	
5. What do we know about how the Indus Valley people travelled and traded?	<ul style="list-style-type: none"> The Indus people did not have coins. They used bartering to swap goods they had for goods they wanted. They also used scales to weigh the goods they had to determine their value. They had set weights which they used which told them how much each product was worth. Sources such as sculptures left behind tell us that Indus Valley people travelled by cart pulled by animals and that they travelled by boat. They sometimes took birds to sea with them to help them find land. The front of the boat is called the prow. From artefacts left behind we know that the Indus people had a land and sea trade route to Mesopotamia. Some travelled to trade, and some travelled to settle and farm. 	<p>Understanding economic systems (barter, trade routes) Using multiple sources to reconstruct patterns of behaviour Making connections across large geographical distances Understanding the significance of standardisation (weights) Drawing conclusions about organisation and systems from diverse evidence</p>	<p>Drawing carts, boats and weights; mapping trade routes; oral explanation of barter and fair trade.</p>	<p>barter, weights, transport, prow, trade route</p>		
6. What can these puzzles teach us about rulers and religion?	<ul style="list-style-type: none"> We still don't know how the Indus valley was ruled or what religion they had. A governor is someone who rules. We made call this a government. They make laws, decide on taxes, keep order, protect the people, organise the country and lead armies. In other civilisations artefacts, writing and ruins tell us how the country was ruled but not for the Indus people. We think they had a 	<p>Comparing and contrasting different civilisations Working with incomplete evidence and uncertainty Using knowledge from one civilisation to</p>	<p>Comparison table with Egypt; drawing and annotating clues; structured discussion using evidence.</p>	<p>governed, governments, robe, figurines, fertility, Asia, Asian, Hindu, granary</p>		

		<p>government because of the way the bricks were made so uniformly, the way the towns were planned and even included a citadel where perhaps a ruler might have lived. They also had an agreed systems for weights. Everything was organised and planned according to a system. We just don't know who created or managed it.</p> <ul style="list-style-type: none"> • We only have one possible piece of evidence about a ruler: a statue of a calm man dressed in fine robes. Archaeologists call him the priest-king. • We have a couple of possible clues about religion. The seals could tell religious stories. Some of the sculptures found could be fertility sculptures praying to fertility gods to bless the harvest and the huge bath could have been for a holy ritual. But we don't know the answer. Other parts of Asia have gods which look similar to some of those in the seals. They also found an area which could be a granary. 	<p>hypothesise about another Understanding the limitations of archaeological evidence Distinguishing between what we know, what we can infer, and what remains uncertain</p>			
<p>Synoptic Task: By the end of the unit pupils will be able to answer the question: How do we know about the Indus Valley Civilisation?</p>						

Year 3 Spring 2: Persia & Greece
Disciplinary Skill: Similarity and difference

By the end of the unit pupils will be able to answer the question: What did Greek city-states have in common?

Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested Activities	Core Vocabulary	Connections
<p><i>Pupils will learn about:</i></p> <ul style="list-style-type: none"> The geographical and political context of ancient Persia. Ancient Greek City-States including Sparta and Athens. How the city-states formed. Homer's Iliad. The Greco-Persian wars including the battle of Marathon, Thermopylae and Salamis. The Ancient Greek Language, The Peloponnese War The Greek religion including gods and goddesses 	How did Darius and Cyrus create the Persian Empire?	<ul style="list-style-type: none"> Darius ruled a vast empire and called himself the 'king of kings'. The Persian Empire began with Cyrus, who united the Medes and Persians and conquered Babylon using a peaceful strategy. 	<ul style="list-style-type: none"> Placing events in chronological order; using historical vocabulary; interpreting maps 	<ul style="list-style-type: none"> Listen to story 1; locate Egypt, Mesopotamia and Indus on a map; draw a simple diagram showing how Cyrus built the empire; answer recall questions in full sentences. 	Darius, empire, Persian empire, Cyrus, Babylon	
	How was the Persian Empire ruled and organised?	<ul style="list-style-type: none"> Cyrus ruled fairly and recorded his actions on the Cyrus Cylinder. After his death, his son succeeded him. Darius organised the empire into satrapies, ruled by satraps who collected taxes and reported problems. 	<ul style="list-style-type: none"> Explaining cause and consequence; describing historical systems; using evidence from sources 	<ul style="list-style-type: none"> Listen to story 2; examine the Cyrus Cylinder; write two paragraphs comparing how Cyrus and Darius ruled; explain why satraps were important. 	succeeded, satrapy, satrap, tax	
	What was a Greek city-state and how were they similar and different?	<ul style="list-style-type: none"> Greek city-states (polises) like Athens, Sparta and Corinth governed themselves. All had an agora, acropolis and temples, but differed in laws and army organisation. 	<ul style="list-style-type: none"> Comparing similarities and differences; using subject-specific vocabulary; drawing labelled diagrams 	<ul style="list-style-type: none"> Listen to story 3; draw and label a Greek polis; write paragraphs explaining similarities and differences between Athens and Sparta. 	city-state, polis, agora, acropolis, temple, gymnasium, theatre	
	What did the ancient Greeks believe about their gods?	<ul style="list-style-type: none"> Greeks believed in many gods who controlled aspects of life. Zeus was king of the gods, who lived on Mount Olympus. Gods had symbols and were worshipped in temples and shrines. 	<ul style="list-style-type: none"> Recalling key facts; linking symbols to meanings; explaining beliefs 	<ul style="list-style-type: none"> Listen to story 4; identify gods from images and symbols; draw Mount Olympus and label key gods and their roles. 	Zeus, Olympus, shrines, Poseidon, trident, Ares, Hera	
	Why were stories and language important to the ancient Greeks?	<ul style="list-style-type: none"> The Greek alphabet influenced modern writing. Homer wrote epic stories like <i>The Iliad</i>, which told the story of the Trojan War and heroes such as Achilles. 	<ul style="list-style-type: none"> Sequencing events; retelling stories; using maps and diagrams 	<ul style="list-style-type: none"> Listen to story 5; storyboard key events from <i>The Iliad</i>; draw a simple map of Greece and Troy; write an explanation of the Trojan Horse. 	alphabet, alpha, beta, Homer, Iliad, Achilles	
	How did the Greeks resist the Persian Empire?	<ul style="list-style-type: none"> The Greeks fought the Persians in key battles including Marathon, Thermopylae and Salamis. Despite Persia's size, Greek city-states survived through strategy and cooperation. 	<ul style="list-style-type: none"> Summarising historical events; explaining significance; using historical terms accurately 	<ul style="list-style-type: none"> Listen to story 6; sequence the battles; complete a summary of the Greek and Persian Wars with drawings and written explanations. 	besiege, Battle of Marathon, strait	
Synoptic Task: By the end of the unit pupils will be able to answer the question: What did Greek city-states have in common?						

Year 3 Summer 1: Ancient Greece
Disciplinary Skill: Evidential thinking

By the end of the unit pupils will be able to answer the question: What can historians learn from the sources from Ancient Greece?

Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested Activities	Core Vocabulary	Connections
<p><i>Pupils will learn about:</i></p> <ul style="list-style-type: none"> Athenian democracy and empire Art, culture & learning in Ancient Greece; Greek architecture, including Parthenon; Greek religion including Greek stories; Greek literature including epic poetry such as Homer's Odyssey; Tragedy in Greek theatre; Philosophy and enquiry in Ancient Greece, including Aristotle. 	<p>1. How did Athens invent democracy?</p>	<ul style="list-style-type: none"> Around 507 BC, Athens began an experiment — a new way of ruling called democracy, meaning 'the people have the power'. Democracy was invented by Cleisthenes, who combined the Greek words demos (people) and kratos (power). Athens was one of many Greek city-states (polis). Most were ruled by one man or a small group of rich men. In Athenian democracy, 500 citizens were chosen each year to suggest new laws; all citizens then voted in an assembly. Only free men born in Athens were citizens; women, slaves and non-Athenians could not vote. When all citizens met to vote, this gathering was called the assembly. Pericles was a famous Athenian citizen and leader who loved democracy and became very powerful. 	<ul style="list-style-type: none"> Asking and answering historical questions about Athenian democracy. Using evidence from sources (narrative, images of Athens) to understand how democracy worked. Developing and using historical vocabulary: democracy, citizens, assembly, polis. Sequencing events on a timeline (507 BC – birth of Athenian democracy). Participatory storytelling — acting as Athenian citizens and voting on new laws. 	<ul style="list-style-type: none"> Role-play as Athenian citizens: vote on three suggested ancient Athenian laws. Draw and label an Athenian assembly scene showing who could and could not vote. Write sentences explaining what democracy means and how it worked in Athens. Partner Q&A: Who was Pericles? Who could be a citizen? What was the assembly? Timeline activity placing 507 BC democracy experiment alongside the Greek-Persian Wars. 	<ul style="list-style-type: none"> Democracy citizens voted assembly Pericles 	
	<p>2. Why did the Peloponnesian War break out and what happened to Athens?</p>	<ul style="list-style-type: none"> After the Persian Wars ended, Athens became rich and powerful — this 50-year period is called the Golden Age of Athens. Sparta became jealous of Athens's growing power and empire. In 431 BC Sparta declared war on Athens — this conflict is called the Peloponnesian War. Sparta burned Athenian crops so the city began to starve; a plague then swept through Athens killing thousands including Pericles. Athens first asked for peace, but Sparta 	<ul style="list-style-type: none"> Using a map to identify the Peloponnese, Athens, Corinth and Sparta. Sequencing the events of the Peloponnesian War chronologically. Answering historical questions in full sentences using key vocabulary. Explaining cause and consequence: why Sparta declared war and what happened to Athens. Reading and comprehending a historical narrative (narrative pages 8–10). 	<ul style="list-style-type: none"> Map activity: label Athens, Sparta, Corinth and the Peloponnese; use arrows to show alliances. Answer 6 structured questions about the Peloponnesian War in full sentences. Sequence the key events of the war on a timeline (431 BC – 405 BC). Discussion: Why did Sparta choose not to enslave the Athenians? Write a summary of the Peloponnesian War using key vocabulary. 	<ul style="list-style-type: none"> Golden Age declared war Peloponnesian War starve plague allies surrendered enslaved 	

		<p>attacked again with allies (including Corinth) and support from the Persian Empire.</p> <ul style="list-style-type: none"> • In 405 BC Athens surrendered; Sparta commanded the Athenians to tear down their walls. • Corinth wanted the Athenians enslaved, but Sparta refused; the Athenians remained free. 				
3. What does the Parthenon tell us about ancient Greek architecture and culture?	<ul style="list-style-type: none"> • The Parthenon was a huge temple built on the acropolis in Athens, dedicated to the goddess Athena. • Pericles ordered the Parthenon to be rebuilt after the Persians destroyed the first one, to show Athens's power. • The planning of a building is called architecture; the people who plan buildings are called architects. • Greek architects designed three types of columns: Doric (plain), Ionic (decorated with scrolls) and Corinthian (scrolls and leaves). • Above the columns was a decorated band called the frieze, often carved with sculptures telling a story. • Above the frieze was a triangular section called the pediment, which also often featured sculptures. • Greek architecture inspired many later buildings, including St George's Hall in Liverpool and the British Museum in London. 	<ul style="list-style-type: none"> • Observing and describing architectural features using subject-specific vocabulary. • Identifying Doric, Ionic and Corinthian columns in images of ancient and modern buildings. • Drawing and labelling the Parthenon accurately (columns, frieze, pediment). • Making connections between ancient Greek architecture and buildings today. • Using evidence from images to answer historical questions about the Parthenon. 	<ul style="list-style-type: none"> • Step-by-step guided drawing of the Parthenon, adding columns, frieze and pediment. • Identify and label column types (Doric, Ionic, Corinthian) on photographs of Greek temples. • Compare the Parthenon with modern buildings (British Museum, St George's Hall): how were architects inspired? • Watch a reconstruction clip of an ancient Greek city; find the three types of columns. • Write sentences describing the key features of the Parthenon using new vocabulary. 	<ul style="list-style-type: none"> • Parthenon • architecture • architects • inspired • columns • scrolls • frieze • sculptures • pediment 		
4. What can Greek theatre and literature tell us about ancient Greek culture?	<ul style="list-style-type: none"> • The ancient Greeks loved stories; any poem, play or story is called literature. • Greek theatres were cut into hillsides; thousands of spectators sat on stone seats to watch plays. • A chorus of men sang and performed; they stood in 	<ul style="list-style-type: none"> • Identifying and describing features of a Greek theatre (orchestra, chorus, stage, spectators, altar). • Understanding and using drama vocabulary: tragedy, comedy, satire, playwright, spectator. 	<ul style="list-style-type: none"> • Label a Greek theatre diagram: orchestra, chorus, spectators, stage, altar. • Participatory drama: practise comedy, tragedy and shock gestures as actors would. 	<ul style="list-style-type: none"> • spectators • chorus • masks • playwrights • Sophocles • tragedy • comedy • satire • gestures • literature 		

		<p>the orchestra area of the theatre.</p> <ul style="list-style-type: none"> • Actors wore masks and used gestures (hand movements) instead of speaking. • There were three types of Greek plays: tragedy (sad ending), comedy (funny, happy ending) and satire (poking fun at real people and events — but never at the gods). • Playwrights wrote the plays; one of the most famous was Sophocles, who wrote 120 plays. • Homer was the most famous writer of epic poetry; his epics include the Iliad about the Trojan War. 	<ul style="list-style-type: none"> • Classifying what type of play is being shown from visual and written evidence. • Drawing and labelling a Greek theatre diagram with detailed annotations. • Inferring what Greek theatre tells us about Greek culture and values. 	<ul style="list-style-type: none"> • Classify images of masks as comedy or tragedy and explain reasoning. • Write descriptive sentences around the theatre diagram using key vocabulary. 	<ul style="list-style-type: none"> • Homer 	
	<p>5. What does Homer's Odyssey tell us about the stories ancient Greeks loved?</p>	<ul style="list-style-type: none"> • The Odyssey is an epic poem by Homer telling the story of Odysseus's journey home after the Trojan War. • Zeus sent a storm that blew Odysseus's ship off course, beginning years of adventures at sea. • On the island of the lotus-eaters, a plant made Odysseus's men forget home; he had to drag them back to the ship. • The Cyclops (a one-eyed giant) captured Odysseus and his men; Odysseus escaped by blinding the Cyclops and hiding under sheep. • The Sirens were dangerous magical creatures whose singing distracted sailors; Odysseus stuffed his men's ears with wax and tied himself to the mast. • A nymph (female forest spirit) fell in love with Odysseus and kept him prisoner for seven years. • Odysseus disguised himself on returning home, then revealed himself to his wife 	<ul style="list-style-type: none"> • Sequencing the adventures of the Odyssey in chronological order. • Summarising key episodes of the Odyssey in writing and drawing. • Using evidence from literature as a historical source: what does the Odyssey reveal about Greek beliefs? • Inferring the values ancient Greeks admired (bravery, cleverness, loyalty) from the story • Developing vocabulary for discussing narrative: epic, adventure, disguised, revealed. 	<ul style="list-style-type: none"> • Guided storytelling: listen to episodes of the Odyssey; draw and write for each adventure in a story booklet. • Participatory storytelling: rock like a ship in a storm; stuff ears like Odysseus's sailors. • Sequence the 7 key episodes of the Odyssey on a journey map. • Partner discussion: Which episode is most dramatic? What does it tell us about Greek values? • Written response: Why do you think the ancient Greeks loved Homer's Odyssey so much? 	<ul style="list-style-type: none"> • Odyssey • Odysseus • off course • Cyclops • Sirens • sailors • mast • nymph • disguised • revealed 	

		Penelope after 20 years away.				
	6. How did Greek philosophy contribute to human knowledge?	<ul style="list-style-type: none"> Philosophy is a Greek word meaning 'love of wisdom'; wisdom means knowing enough to make good decisions. Greek philosophers loved asking big questions about the world, science, maths and how to govern a city-state. Socrates was the first great Greek philosopher; he was eventually forced to die for questioning the gods. Plato was Socrates's student; he wrote down philosophical conversations. His most famous book, <i>The Republic</i>, discussed how cities should be ruled. Plato disagreed with democracy; he believed a wise philosopher-king should rule a city-state. Plato started his own school in Athens called the Academy. Aristotle was Plato's most famous student; he focused on science and maths and started the Lyceum — possibly the world's first university. 	<ul style="list-style-type: none"> Understanding and using philosophical vocabulary: philosophy, wisdom, philosopher. Identifying key thinkers (Socrates, Plato, Aristotle) and explaining their contributions. Making connections between philosophical ideas and modern education and governance. Discussing and debating philosophical questions: What is wisdom? How should a city be ruled Writing biographical sentences about Socrates, Plato and Aristotle using key evidence. 	<ul style="list-style-type: none"> Write biographical facts about Plato, Socrates and Aristotle on a philosopher fact sheet. Whole-class debate: Was Plato right that democracy is a bad idea? Would a philosopher-king be better? Discuss a philosophical question: 'What is the best way to run a school?' Identify Plato, Aristotle and Socrates in 'The School of Athens' painting and describe what they might be discussing Write sentences showing the chain of learning: Socrates → Plato → Aristotle. 	<ul style="list-style-type: none"> philosophy wisdom philosophers Socrates Plato Academy 	
Synoptic Task: By the end of the unit pupils will be able to answer the question: What can historians learn from the sources from Ancient Greece?						

Year 3 Summer 2: Alexander the Great

Disciplinary Skill: Causation

By the end of the unit pupils will be able to answer the question: How did Alexander the Great conquer so much land?

Learning Intent	Lesson Sequence and Big Question.	Core Knowledge	Core Skills	Suggested Activities	Core Vocabulary	Connections
<p><i>Pupils will learn about:</i></p> <ul style="list-style-type: none"> Where Alexander came from including the backstory of Philip of Macedon and the Macedonian empire. Alexander the Great's childhood, education, early battles, conquest of Persia and death. The Library of Alexandria 	<p>Lesson 1 <i>How did the kingdom of Macedon come to challenge the Persian Empire?</i></p>	<ul style="list-style-type: none"> The Persian Empire was huge and had conquered many territories, including the northern Greek kingdom of Macedon. The Macedonian king was treated as a puppet king by the Persians — someone who appears to rule but is actually 	<ul style="list-style-type: none"> Asking and answering historical questions using evidence from the narrative and maps. Developing and using historical vocabulary accurately in context (e.g. puppet king, hoplite, phalanx). Interpreting and labelling historical maps to 	<ul style="list-style-type: none"> Retrieval starter: oral Q&A recapping prior learning about Persian and Greek city-states. Teacher storytelling of Chapter 1 narrative with pupils following along. Map work: label Macedon, Thebes, Athens, Sparta, Corinth and the Persian Empire. 	<ul style="list-style-type: none"> Macedon puppet king hoplite Philip of Macedon captured hostage Sarissa phalanx 	

<ul style="list-style-type: none"> • What was happening in Egypt at this time under the Ptolemy family. • Where do the Greek and Egyptian stories converge? • Why the Egyptian empire lasted so long? • Why the Greek Empire declined this time? • what we have learnt about why empires rise and fall? 		<p>controlled by someone else.</p> <ul style="list-style-type: none"> • After the Persians were expelled, Philip of Macedon became king and dreamed of uniting the Greek city-states. • Philip was captured by the Greek city-state of Thebes and held as a hostage for three years. • While in Thebes, Philip learned about Greek fighting methods: soldiers called hoplites who carried long spears called sarissas. • Hoplites stood in tight, disciplined rows called a phalanx — a very effective military formation. • Philip built Greek-style buildings in Macedon (theatres, temples, agoras, gymnasiums) to show he was a real Greek. • Philip used what he learned in Thebes to train a powerful Macedonian army. 	<p>understand geographical context.</p> <ul style="list-style-type: none"> • Sequencing events to build a chronological overview of Macedon's rise. • Drawing labelled diagrams (e.g. hoplites in a phalanx with sarissas) to consolidate learning. • Writing full sentences to demonstrate historical understanding. 	<ul style="list-style-type: none"> • Vocabulary sorting and definition task using new words (puppet king, hoplite, sarissa, phalanx). • Draw and label three hoplites standing in a phalanx holding sarissas. • Sentence-building task: answer structured questions in full sentences (e.g. "Which city-state captured Philip? Philip was captured by..."). • Generative task: pupils create a mini-fact file on Philip of Macedon, summarising key facts from memory without notes. 		
	<p>Lesson 2 <i>How did Philip make Macedon the most powerful Greek kingdom?</i></p>	<ul style="list-style-type: none"> • Philip trained his army to fight in a phalanx using sarissas, making Macedon's army the most powerful in the Greek world. • Philip visited the oracle at Delphi — a woman believed to be able to predict the future, living in the temple of Apollo. • The oracle gave Philip a prophecy: "With silver spears you may conquer the world." Philip interpreted this as needing silver to fund his army. • Philip used his growing power to unite the Greek city-states, holding a meeting at Corinth. • The Greek city-states formed a league (the League of Corinth) with Philip as their leader. 	<ul style="list-style-type: none"> • Retrieving and rehearsing knowledge from the previous lesson using oral and written tasks. • Understanding the role of prophecy and religion in ancient decision-making. • Explaining cause and consequence: how Philip's actions led to the formation of the League of Corinth. • Using directional language and maps to describe Philip's journeys. • Answering historical questions in full sentences using key vocabulary. • Understanding the concept of a 'league' as a political alliance. 	<ul style="list-style-type: none"> • Retrieval starter: fill-in-the-blank sentences about Philip, hoplites, sarissas and the phalanx. • Teacher storytelling of Chapter 2 narrative with actions and dialogue. • Map task: trace Philip's journey south to Delphi and then to Corinth. • Vocabulary exploration: oral and written definitions of oracle, prophecy, prophesy, league. • Discussion: What do you think the oracle's prophecy meant? What would Philip have done? • Structured writing: answer questions about the oracle, the League of Corinth and Philip's aims in full sentences. • Generative task: pupils write from memory a short paragraph explaining 	<ul style="list-style-type: none"> • Delphi • oracle • prophecy • prophesy • league • League of Corinth 	

		<ul style="list-style-type: none"> Philip's dream was for the League of Corinth to march east and conquer the Persian Empire. <p>Philip was assassinated at his own wedding celebration — stabbed by one of his bodyguards in a theatre.</p>		<p>why Philip was a great leader, using at least three key facts from the lesson — no notes allowed.</p>		
	<p>Lesson 3 <i>How did Alexander's character and early experiences prepare him to become king?</i></p>	<ul style="list-style-type: none"> Alexander was the son of Philip of Macedon. He was educated by the famous philosopher Aristotle, who taught him Greek epics, science and philosophy. Alexander loved Homer's Iliad — the story of how the Greeks conquered Troy — and kept it under his pillow. Alexander's best friends were Hephaestion and Ptolemy. As a boy, Alexander tamed an untameable horse called Bucephalas by noticing it was scared of its own shadow. This story showed his bravery, intelligence and determination. When Philip was assassinated, Alexander became king of Macedon. Alexander immediately marched to the Greek city-states to ensure the League of Corinth would follow him as their new leader. Alexander crossed into the Persian Empire, determined to defeat King Darius and conquer Persia. At Gordium, Alexander encountered a legendary knot (the Gordian knot) which no one could untie. A legend said whoever untied it would rule the world. Alexander sliced it in two with his sword. This story reveals Alexander's determination — he found a creative way to achieve the result rather than give up. 	<ul style="list-style-type: none"> Understanding how historical stories (anecdotes) can reveal character and values. Making inferences: what do stories about Alexander tell us about the kind of leader he was? Sequencing events from Alexander's early life in chronological order. Explaining significance: why was taming Bucephalas and cutting the Gordian knot important for Alexander's reputation? Using precise vocabulary to describe historical events and character. Writing full sentences in response to historical questions. 	<ul style="list-style-type: none"> Retrieval starter: oral and written recap of Philip of Macedon, the League of Corinth and the oracle. Teacher storytelling of Chapter 3 narrative, including the Bucephalas story with dramatic retelling. Discussion: What do the stories of Bucephalas and the Gordian knot tell us about Alexander? Vocabulary work: assassinated, determined, legend. Draw and annotate a scene from Alexander's early life (e.g. taming Bucephalas or cutting the Gordian knot). Map task: locate Macedon, Gordium, and the Persian Empire. Generative task: pupils close books and retell the story of Bucephalas or the Gordian knot from memory in writing — checking key details such as the horse's name, what Alexander noticed, and what the legend said. 	<ul style="list-style-type: none"> Bucephalas assassinated determined Gordium Wagon legend 	

	<p>Lesson 4 <i>How did Alexander's battle tactics help him defeat the mighty Persian Empire?</i></p>	<ul style="list-style-type: none"> As Alexander marched through the Persian Empire, he offered cities a choice: pledge loyalty to him and be set free, or face battle. Cities that pledged loyalty also gave Alexander more soldiers, horses and food, making his army stronger. The first major battle with King Darius was the Battle of Issus. Darius retreated so quickly he abandoned his own wife, daughters and treasure. Alexander treated Darius's family kindly, as if they were his own — surprising everyone. In Egypt, Alexander was welcomed as a god and pharaoh who had rescued them from Persian rule. He founded the city of Alexandria in the Nile delta. Darius chose the flat plain of Gaugamela for his next battle deliberately, to use his secret weapon: chariots with knives built into their wheels. Alexander countered this by instructing his phalanx to part in the middle when the chariots charged — letting them race through harmlessly — before closing in to attack the drivers. Darius retreated again at Gaugamela. Alexander was now master of the Persian Empire. 	<ul style="list-style-type: none"> Analysing a historical image (mosaic of the Battle of Issus) to identify and describe key events. Explaining military strategy: why did Alexander's phalanx part to let the chariots through? Explaining cause and consequence: why did city after city pledge loyalty to Alexander? Using compass directions and maps to sequence Alexander's march from Macedon through Persia to Egypt and Mesopotamia. Writing sentences describing what happened at key battles using historical vocabulary. Making connections between evidence (the Issus mosaic) and the narrative account. 	<ul style="list-style-type: none"> Retrieval starter: recall questions about Alexander's character, Bucephalas and the Gordian knot. Map tracing activity: draw and label Alexander's route from Macedon to Gaugamela via Issus and Alexandria. Participatory storytelling: pupils act out a city pledging loyalty to Alexander. Source analysis: examine the mosaic of the Battle of Issus — find Alexander on Bucephalas, find Darius retreating. Teacher storytelling of the Battle of Gaugamela, with pupils stamping feet to flatten the ground like Darius's men. Structured writing: short sentences describing what happened at Issus and Gaugamela — what did Alexander do? What did Darius do? Generative task: pupils create an annotated battle diagram of Gaugamela from memory, labelling the phalanx, the gap, the chariots and Darius's retreat — using what they remember without the map in front of them. 	<ul style="list-style-type: none"> pledged loyalty Issus Alexandria Gaugamela Chariots retreated 	
	<p>Lesson 5 <i>Why did Alexander's enormous empire eventually fall apart after his death?</i></p>	<ul style="list-style-type: none"> After Gaugamela, Darius retreated and left his army. Alexander was the victor — the winner. Alexander marched to Babylon, the great Persian city. The Persians believed their king to be divine (a god), so they bowed down to Alexander. 	<ul style="list-style-type: none"> Explaining cause and consequence: why did Alexander's generals fight over his empire after his death? Understanding the concept of divine kingship and how different cultures viewed rulers differently. Making inferences about character: what do the 	<ul style="list-style-type: none"> Retrieval starter: map quiz — pupils label the key places of Alexander's campaign from memory. Teacher storytelling of Chapter 5: Alexander in Babylon, the Cleitus incident, and Alexander's death. Discussion: Why do you think Alexander flew into 	<ul style="list-style-type: none"> victor divine flew into a rage Ptolemy 	

		<ul style="list-style-type: none"> • Greek soldiers found it strange to bow to a king — Greeks only bowed to gods in temples. They believed kings were human, not divine. • Some Greeks became angry that Alexander allowed Persians to treat him as a god. • One night, after a party, Alexander's friend Cleitus drunkenly mocked him for this. Alexander flew into a rage and threw a spear at Cleitus, killing him. Afterwards he cried for days. • Alexander continued east to the Indus Valley, fighting battles even against armies with war elephants. His horse Bucephalas died on campaign. • Alexander's army eventually begged to go home. He agreed and they began the journey back to Babylon. • Alexander's best friend Hephaestion died on the journey home. Grieving deeply, Alexander refused to eat or drink, became ill and died. • After Alexander's death, his generals fought over the empire. General Ptolemy seized control of Egypt and declared himself pharaoh. 	<p>Cleitus incident and Alexander's grief tell us about him?</p> <ul style="list-style-type: none"> • Sequencing Alexander's final campaigns and death chronologically. • Using key vocabulary to describe events (victor, divine, flew into a rage, Ptolemy). • Identifying how the end of a great leader's life can cause political instability. 	<p>such a rage at Cleitus? What does this tell us about him?</p> <ul style="list-style-type: none"> • Vocabulary focus: victor, divine, flew into a rage, Ptolemy — oral definitions and sentence use. • Writing task: write a short biography of Alexander's final years using the narrative as a source. • Discussion: Why did the empire fall apart after Alexander died? Who took over? • Generative task: pupils write three "what I know for certain" facts and one "this is surprising because..." reflection about Alexander's death — recalling from memory to consolidate the chapter's events. 		
	<p>Lesson 6 <i>What lasting impact did Alexander's conquests have on knowledge and learning in the ancient world?</i></p>	<ul style="list-style-type: none"> • After Alexander's death, his general Ptolemy took control of Egypt and called himself pharaoh — though he was Greek, not Egyptian. • Ptolemy dreamed that Alexandria would be the greatest Greek city in the world and a place where all knowledge could be gathered and kept safe. • Ptolemy's son began building the great Library of Alexandria, starting by 	<ul style="list-style-type: none"> • Identifying and explaining the lasting impact of Alexander's conquests on knowledge and culture. • Understanding the purpose and significance of the Library of Alexandria. • Learning about key thinkers (Euclid, Claudius Ptolemy, Galen) and the fields they contributed to. • Making connections between Alexander's 	<ul style="list-style-type: none"> • Retrieval starter: recall quiz — who was Ptolemy? What city did Alexander found in Egypt? • Teacher storytelling of Chapter 6 narrative with actions (receiving scrolls from ships). • Participatory storytelling: pupils mime being a ship arriving in harbour and handing over scrolls. • Pupils make their own scroll: write a key sentence about Ptolemy's 	<ul style="list-style-type: none"> • founded • scrolls • Euclid • geometry • astronomy • astronomer • Galen 	

		<p>collecting the writings of Aristotle.</p> <ul style="list-style-type: none"> • Every ship entering Alexandria's harbour was searched for scrolls, which were copied and added to the library. • Euclid, a Greek mathematician, came to Alexandria and wrote about geometry — the study of lines, shapes and angles. His ideas were still being used centuries after his death. • Claudius Ptolemy (not related to the pharaoh) was an astronomer who came to Alexandria to study astronomy — the study of the sun, moon, stars and planets. He also made detailed maps. • Galen, a doctor from Pergamum, moved to Alexandria and wrote books about medicine and how the human body worked. • The Library of Alexandria became one of the greatest centres of learning in the ancient world. 	<p>empire and the spread of Greek knowledge.</p> <ul style="list-style-type: none"> • Using evidence from the narrative to explain why Alexandria became such an important city. • Writing sentences and explanations about scholars and their contributions. 	<p>dream on a strip of paper and roll it up.</p> <ul style="list-style-type: none"> • Three-part learning: teacher explains Euclid, Claudius Ptolemy and Galen in turn; pupils draw a symbol in a box after each to represent that knowledge (shapes for geometry, stars for astronomy, a body outline for medicine). • Pupils sort their scrolls into a class "Library of Alexandria" made from labelled cereal boxes: geometry, astronomy, medicine, maps, Aristotle's writings. • Generative task: pupils close their books and create a "What the Library of Alexandria knew" mind-map from memory, placing each scholar's name with their field and one key fact — testing recall across the whole lesson. 		
<p>Synoptic Task: By the end of the unit pupils will be able to answer the question: How did Alexander the Great conquer so much land?</p>						