

# The Parker Museum of Ancient Civilisations

Week 6

**NC History (KS2)**

Pupils should be taught about:: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China

**Overview**  
Pupils will explore the reasons we have museums and how they are organised gaining a **chronological understanding of ancient history**. They will **devise and answer historical questions and discuss historical significance**. Pupils will **analyse a range of artefacts** from ancient civilisations, **identify themes and explore similarities and differences**.

## Week 1

**When is ancient history?**

- Understand that a timeline can be divided into BC and AD.
- Order significant events and objects on a timeline.
- Use documents and the internet to collect evidence about the past.

**Key Concept: Stewardship and Value**  
**Oracy Focus: Challenger**

**What is a museum?**  
Class discussion followed by introduction to Parker Museum of Ancient Civilisations.

**Class timeline:**  
Roll out lining paper to approx. 5 metres (blank timeline). Write AD 2021 on the right and 2021 BC on the left. [SCALE 1 mm = 1 year] Ask a number of chronology questions e.g. Where would your birth date be on here? My birth date? The death of Queen Victoria? The Battle of Hastings? What would go in the middle? Add AD/BC marker and discuss the significance.

Children given a number of labels/objects to place on the timeline – some include dates, others are key inventions. Teacher to model adding label to timeline – the Battle of Hastings happened in AD 1066, here is AD 1000 so I will measure 66 mm to the right and add a dot...

**Class discuss the timeline and challenge decisions made.**

**Virtual Tour:**  
[Museum of the World \(britishmuseum.withgoogle.com\)](#)  
Children use iPads (1 between 3) to explore virtual British Museum and create their own label using blank templates.

## Week 2

**Where is ancient history?**

- Locate the world's countries on a variety of maps.
- Order significant events and objects on a timeline.

**Key Concept: Identity**  
**Oracy Focus: Prober**

**Class map:**  
Look at display map and timeline (AD 500 – 3500 BC). Show children how maps have changed throughout history. Ask why they think this is the case. Identify 6 or 7 ancient civilisations and give a brief overview. Where and when did these civilisations occur?

Using iPads and blank world map with timeline children locate when and where each civilisation occurred – children are limited to one website: [The Timemap of World History \(timemaps.com\)](#). Teacher models using the Atlas and Encyclopaedia to find information for Kingdom of Kush and introduce terms BCE and CE.

- Key:
- Mesopotamian civilization 3500-550 BC
  - Egyptian civilization 3000-550 BC
  - Indus civilization 2500-1500 BC
  - Ancient China 2000 BC - 500 AD
  - Ancient Greece 2000 BC – AD 0
  - Andean Civilisation 1000 BC – AD 500
  - Kingdom of Kush 1000 BC-300 AD
  - Roman Empire 500 BC – AD 500

**Links to the past:**  
[Museum of the World \(britishmuseum.withgoogle.com\)](#)

Children use iPads (1 between 3) to explore virtual British Museum and select 3 artefacts from their assigned continent each that date between AD 500 and 3500 BC – create an artefact fact file (Name of item, where it is from, how made it, what it was used for, etc.)

**Geography:**  
Create world map of ancient civilisations with key and timeline

## Cross-curricular links:

English – Information writing (Didactic Plaques)  
Oracy – discussing and developing ideas about key artefacts  
Geography – locating ancient civilisations  
Art and Design – Clay and Collage techniques

## Week 3

**Where did writing begin?**

- Use documents, printed sources, the internet photographs and artefacts to collect evidence about the past.

**Key Concept: Rights and Wealth**  
**Oracy Focus: Instigator**

*A Mesopotamian Writing Tablet (3300 – 3100 BC)*

**Looking closely**  
*Spot light* the artefact showing a small part of the artefact and revealing more as the children ask questions. Each child has an outline of the artefact that they can add detail.

**Recording observations.**

- Guide children to observe how it is divided into sections and make an illustrated list of signs and marks indicating those that appear more than once.
- Identify the symbol showing the ear of barley and where it features on the tablet. Ask them which symbols or marks they think might be numbers for the amounts of barley. Can they work out how the numbers might work?
- Encourage them to observe very closely and to notice the four types of sign.
- Once you have established that the tablet indicates quantities, discuss what the other symbols might mean.

**Would I lie to you?**  
Offer the children three label options for the artefact. Each group discusses which label is the right one and why. **Locate the object in time and place.**

**Digging Deeper**  
Teacher models extracting key information from text and making notes (5Ws 1H).



## Week 4

**How were ancient civilisations organised?**

- Use documents, printed sources, the internet photographs and artefacts to collect evidence about the past.

**Key Concept: Peace, Conflict, Power and Class**  
**Oracy Focus: Clarifier**

*The Standard of Ur (2600 – 2400 BC)*

**Looking closely**  
*Spot light* the artefact showing a small part of the artefact and revealing more as the children ask questions. Each child has an outline of the artefact that they can add detail.

**Recording observations**

- Give children a large printout of one of the levels.
- Explain that the Standard shows different people in an ancient city – who are they? Who are the most/least powerful? Why do you think this?
- Ask them to identify soldier, farmer, musician and king.
- Make a list of the things that represent power and wealth on the 'peace' side. Children do the same for 'war' side.

**Would I lie to you?**  
Offer the children three label options for the artefact. Each group discusses which label is the right one and why. **Locate the object in time and place.**

**Digging Deeper**  
Teacher models extracting key information from text and making notes (5Ws 1H).

**Art and Design:**

- Create replica writing tablets from clay using a selection of mark making techniques.
- Create replica Standard of Ur using collage.

## Week 5

**How did ancient civilisations manage trade?**

- Use documents, printed sources, the internet photographs and artefacts to collect evidence about the past.

**Key Concept: Wealth and Value**  
**Oracy Focus: Builder**

*Seals from the Indus valley (2500 – 2000 BC)*

**Looking closely**  
*Envoy* from each group comes to the front of the classroom and is allowed to look at the artefact card (picture of the artefact with basic information) for a limited time. They then return to their group and describe what they saw. Group have an outline of the artefact that they can add detail to and label.

**Recording observations**

- Observe images of seals and identify animals
- What do the other areas of the seals show? Notice the consistent layout.
- What are the other objects? What is the lump for?
- Reveal the size and explain what archaeologists think they are seal stones – look at seal and impression.
- What can we guess about the ancient civilisation that used them?

**Would I lie to you?**  
Offer the children three label options for the artefact. Each group discusses which label is the right one and why. **Locate the object in time and place.**

**Digging Deeper**  
Teacher models extracting key information from text and making notes (5Ws 1H).

**Art and Design:**

- Create replica Indus Valley seals with salt dough using mark making techniques – make clay impressions.

## NC Art and Design (KS2)

Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**How do we know about ancient civilisation?**

- Use documents, printed sources, the internet photographs and artefacts to collect evidence about the past.

**Key Concept: Belief and Influence**  
**Oracy Focus: Summariser**

*Bronze vessel from Shang China (1200 – 1050 BC)*

**Looking closely**  
*Envoy* from each group comes to the front of the classroom and is allowed to look at the artefact card (picture of the artefact with basic information) for a limited time. They then return to their group and describe what they saw. Group have an outline of the artefact that they can add detail to and label.

**Recording observations**

- Look closely at the gui, ding, hu and jue what is similar about them?
- Identify the tae tie masks (monster masks)
- What do you think these represent?
- Watch the piece-mould process – what does this tell us about the technology available to this civilisation?

**Would I lie to you?**  
Offer the children three label options for the artefact. Each group discusses which label is the right one and why. **Locate the object in time and place.**

**Digging Deeper**  
Teacher models extracting key information from text and making notes (5Ws 1H).

**Art and Design:**

- Create detailed panels for replica Shang vessel using clay relief [Mirroring China's Past: The Piece Mold Process - YouTube](#)

## NC Geography (KS2)

Pupils should be taught to:

- locate the world's countries, using maps. Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities