# Year 8 Ancient Civilisations Curriculum

| | | Year 8 | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Content:** What will students know | The development of civilisation in Persia. Key achievements and innovations of the Persian Empire | How civilisation began and flourished in Ancient Egypt. | Ancient Egyptians - their everyday life, customs and key rulers. | Ancient Minoans - their art, religion, palaces and the end of their civilisation. Explore the similarities, differences and interactions between the Egyptian and Minoan civilisations. | The basic story of The Odyssey - key characters, gods, myths (linking back to and building on the Iliad in Year 7) | The basic story of The Odyssey - key characters, gods, myths (linking back to and building on the Iliad in Year 7) |
| **Skills:** What will students be able to do | Use a range of evidence to form conclusions as to why Persia was a flourishing civilisation. Form opinions on the first 4 Achaemeneid kings of Persia and their successes and failures. Compare critically the achievements and innovations of the first 4 Achaemeneid kings of Persia and form an opinion based on evidence of the impact these had on the Persian empire as a whole. | Use a range of evidence to form conclusions as to why Egypt was a flourishing civilisation. Form opinions on what typical daily life was like for the ancient Egyptians and how they compare to other civilisations they have studied. Develop an understanding of the beliefs in and the significance of the the gods and religion to the people of ancient Egypt. | Develop an understanding of how the Egyptian belief in life after death impacted on the way they lived their lives. Mummify a carrot. To explore the lives and achievements of Cleopatra, Hatshepsut and Tutankhamun. | Be able to compare the Egyptian and Minoan civilisations - their daily life, beliefs, art and customs. Form opinions that are supported with evidence on how the Egyptian civilisation impacted on the Minoan civilisation. | Comprehend and infer meaning from listening to an oral story. Form an opinion on the causes of Odysseus' delay in getting home and consequences of the actions of the different characters. Get an insight into daily life in ancient Greece, their values, customs, religion and the impact of warfare on their civilisation. Justify their opinions both orally and in writing with reference to evidence and events in the story. | Comprehend and infer meaning from listening to an oral story. Form an opinion on the causes of Odysseus' delay in getting home and consequences of the actions of the different characters. Get an insight into daily life in ancient Greece, their values, customs, religion and the impact of warfare on their civilisation. Justify their opinions both orally and in writing with reference to evidence and events in the story. |
| **Other:** Literacy/Numeracy/ Ethos | Numeracy skills for dates and timelines. Literacy skills will be developed with the further use and development of PEE paragraphs in their writing. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. | Numeracy skills are used to work out dates, timelines and the seasons. Literacy skills are developed further with the introduction of PEE paragraphs to encourage the use of a range of evidence to support their points. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. | Numeracy skills are used to work out dates and timelines. Literacy skills are developed further with the introduction of PEE paragraphs to encourage the use of a range of evidence to support their points. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. | Numeracy skills are used to work out dates and timelines. Literacy skills are developed further with the introduction of PEE paragraphs to encourage the use of a range of evidence to support their points. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. | A range of literacy skills such as PEE paragraphs, diary writing, comprehension, writing accounts. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. The ethics of warfare and heroism. | A range of literacy skills such as PEE paragraphs, diary writing, comprehension, writing accounts. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. The ethics of warfare and heroism. |
| **Assessment:** | Assessment on the achievements and innovations of the first 4 Achaemeneid kings. | 2 x daily life homeworks based on Egyptian objects and Egyptian houses. Create your own Egyptian God. | Essay on the importance of women in Egyptian society, summative assessment on the whole topic of Ancient Egypt. | Create a Minoan vase assessment, summative assessment on the whole topic of the Minoans. | Odysseus as a leader assessment. End of Year 8 assessment. | Return from Troy game - students have to show their knowledge and understanding of both the story and the wider context of the ancient world in the development of a game. |