History         Year 3/4         Lesson 9 of 7           Learning Objective         Resources           Slides         Worksheet 3A/3B/3C           To explore trade in early civilisations.         Slides           Worksheet 3A/3B/3C         Commodity Cards (FSD? activity only)           Tokens, e.g. counters, shells, etc. (FSD? activity only)         Tokens, e.g. counters, shells, etc. (FSD? activity only)           Tokens, e.g. counters, shells, etc. (FSD? activity only)         Tokens, e.g. counters, shells, etc. (FSD? activity only)           The hurter needs some grain to feed his family but han't got anything to put it in. What can he do?         Invite children to share their ideas.           S Go through the information on the slides about how people started trading once they had settled in permanent settlements and how this may be why writing developed to keep track of goods.         Show children the timeline of ancient civilisations on the slides. More do you think would be a fair trade for this item? Invite children to share their ideas and repeat for the other objects.           Middle ability:         Provide children with worksheet 32.           A. Children to imagine they lived 33. Children to imagine they lived yabout their was like, using what it was like, using what it was like, using what they have leart. When this hiskel, children to imagine they lived exil an on the slive owned with worksheet 32.           A. Dildren to imagine they lived active was the mater place. Children to imagine they lived active they have leart. When thinshed, chichidren to a answer the interview questions athave th	Early Civilisations				
Sildes         To explore trade in early civilisations.         To explore trade in early civilisations.         Commodity Cards (FSD? activity only)         Tokens, e.g. counters, shells, etc. (FSD? activity only)         Tokens, e.g. counters, etc. (FSD? activity only)         Tokens, e.g. counters, etc. (FSD? activity only)         Tokens, e.g. counters, etc. (FSD? activi	History Year		· 3/4	Lesson 3 of 7	
To explore trade in early civilisations. Worksheet 3A/3B/3C Commodity Cards (FSD? activity only) Tokens, e.g. counters, shells, etc. (FSD? activity only) <b>Teaching Input</b> • Show children the characters on the slides. One is good at making pottery so has lots of pots. One is a farmer and has lots of grain. The other is a hunter who has lots of furs to make into cloaks for the winter. The hunter needs some grain to feed his family but hasn't got anything to put it in. What can he do? Invite children to share their ideas. • Go through the information on the slides about how people started trading once they had settled in permanent settlements and how this may be why writing developed to keep track of goods. • Show children the timeline of ancient civilisations on the slides. When do you think cons first started to be used? Why do you think money was needed? Invite children to share their guesses, then go through the information on the slides. If we didn't have money today, what do you think would be a fair trade for this item? Invite children to share their ideas and repeat for the other objects. <b>Main Activity</b> Provide children with worksheet 3A. Children to imagine they lived in an earty civilisation and that they have learn. When finished, children could act out their interviews with a friend. <b>Fatory some their</b> finetone could be a fair trade. Children to answer the interview questions about what it was like, using what they have learn. When finished, children could act out their interviews with a friend. <b>Fatory something different</b> • Split the class into two halves. Provide one half with the Commodity Cards and distribute several cards to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that they each have a commodity they can sell. Make sure there ach child in the class. Set children up behind a row of tables like a market place. • Provide the other half of the class with tokens, such as shells, counters, etc. (or make	Learning Objective		Resources		
<ul> <li>Show children the characters on the slides. One is good at making pottery so has lots of pots. One is a farmer and has lots of grain. The other is a hunter who has lots of furs to make into cloaks for the winter. The hunter needs some grain to feed his family but hasn't got anything to put it in. What can he do? Invite children to share their ideas.</li> <li>Go through the information on the slides about how people started trading once they had settled in permanent settlements and how this may be why writing developed to keep track of goods.</li> <li>Show children the timeline of ancient civilisations on the slides. When do you think coins first started to be used? Why do you think money was needed? Invite children to share their guesses, then go through the information on the slides.</li> <li>Show children the objects on the slides. If we didn't have money today, what do you think would be a far trade for this item? Invite children to is hare their ideas and repeat for the other objects.</li> </ul> <b>Main Activity</b> Provide children with worksheet 3B. Children to imagine they lived 3B. Children to imagine they lived 3B. Children to imagine they lived in an early civilisation and that they have last. When finished, they have leart. When finished, they have each mode y find. <b>Forvide</b> the class into two halves. Provide one half with the Commodity Cards and distribute several cards to each child so that they each have a commodity they can sell. Make sure there are enough commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child has one jar of grain, one animal, one basket for each child has one jar of grain, one animal, one basket and a lar of oil for each child has one jar of grain, one animal, one basket on the stare where hale of the session is to try and make sure that each child h	To explore trade in early civilisations.		Worksheet 3A/3B/3C		
farmer and has lots of grain. The other is a hunter who has lots of furs to make into cloaks for the winter. The hunter needs some grain to feed his family but hasn't got anything to put it in. What can he do? Invite children to share their ideas.         Go through the information on the slides about how people started trading once they had settled in permanent settlements and how this may be why writing developed to keep track of gods.         Show children the timeline of ancient civilisations on the slides. When do you think cons first started to be used? Why do you think morey was needed? Invite children to share their guesses, then go through the information on the slides.         Show children the objects on the slides. If we didn't have money today, what do you think would be a fair trade for this item? Invite children to share their ideas and repeat for the other objects.         Lower ability:       Middle ability:         Provide children with worksheet 3A. Children to imagine they lived in an early civilisation and that they in an early civilisation and that they have just come back from a trip to the marketplace. Children to answer the interview questions about what it was like, using what it hey have leart. When finished, children could act out their interview questions about what it was like, using what it a friend.         Split the class into two halves. Provide one half with the Commodity Cards and distribute several cards to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there	Teaching Input				
Lower ability:       Middle ability:       Higher ability:         Provide children with worksheet 3A. Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Children to answer the interview questions about what it was like, using what they have learnt. When finished, children could act out their interviews with a friend.       Higher ability:         *       Split the class into two halves. to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child in the class. Set children up behind a row of tables like a market place.         *       Provide the other half of the class with tokens, such as shells, counters, etc. (or make some clay tokens before the lesson).         *       Tel children there children to and others only paid two? Forvide each one diff.         *       After a certain amount of time, stop the activity and see who has the commodities they need. Do you have all four? Do you have any tokens left? Is it fair that some children this would have been easier if the items all had a fixed price and the tokens had a fixed value.         *       Plenary       Assessment Questions of the items with a partner, then check on the sides.	<ul> <li>farmer and has lots of grain. The other is a hunter who has lots of furs to make into cloaks for the winter. The hunter needs some grain to feed his family but hasn't got anything to put it in. What can he do? Invite children to share their ideas.</li> <li>Go through the information on the slides about how people started trading once they had settled in permanent settlements and how this may be why writing developed to keep track of goods.</li> <li>Show children the timeline of ancient civilisations on the slides. When do you think coins first started to be used? Why do you think money was needed? Invite children to share their guesses, then go through the information on the slides.</li> <li>Show children the objects on the slides. If we didn't have money today, what do you think would be a</li> </ul>				
Lower ability:       Middle ability:       Higher ability:         Provide children with worksheet 3A. Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Children to answer the interview questions about what it was like, using what they have learnt. When finished, children could act out their interviews with a friend.       Higher ability:         *       Split the class into two halves. to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child in the class. Set children up behind a row of tables like a market place.         *       Provide the other half of the class with tokens, such as shells, counters, etc. (or make some clay tokens before the lesson).         *       Tel children there children to and others only paid two? Forvide each one diff.         *       After a certain amount of time, stop the activity and see who has the commodities they need. Do you have all four? Do you have any tokens left? Is it fair that some children this would have been easier if the items all had a fixed price and the tokens had a fixed value.         *       Plenary       Assessment Questions of the items with a partner, then check on the sides.	Main Activity				
<ul> <li>3A. Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Children to answer the interview questions about what it was like, using what they have learnt. When finished, children could act out their interviews with a friend.</li> <li>Split the class into two halves. Provide one half with the Commodity Cards and distribute several cards to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child in the class. Set children up behind a row of tables like and one jar of oil. To do this, they will have to barter with their tokens and commodities. They should keep track of what they have traded and how much they have traded each one for.</li> <li>After a certain amount of time, stop the activity and see who has the commodities they need. Do you have and to there sond, one basket for a trip their grain and others only paid two? Encourage children to drace so the sond the tokens had a fixed value.</li> <li>After a certain amount of time, stop the activity and see who has the commodities they need. Do you have all four? Do you have any tokens left? Is it fair that some children paid e.g. three tokens for their grain and others only paid two? Encourage children to discuss whether this would have been easier if the items all had a fixed price and the tokens had a fixed value.</li> <li>Do children know why people starting trading?</li> </ul>	Lower ability:			Higher ability:	
<ul> <li>Split the class into two halves. Provide one half with the Commodity Cards and distribute several cards to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child in the class. Set children up behind a row of tables like a market place.</li> <li>Provide the other half of the class with tokens, such as shells, counters, etc. (or make some clay tokens before the lesson).</li> <li>Tell children that their challenge by the end of the session is to try and make sure that each child has one jar of grain, one animal, one basket and one jar of oil. To do this, they will have to barter with their tokens and commodities. They should keep track of what they have traded and how much they have traded each one for.</li> <li>After a certain amount of time, stop the activity and see who has the commodities they need. Do you have all four? Do you have any tokens left? Is it fair that some children paid e.g. three tokens for their grain and others only paid two? Encourage children to discuss whether this would have been easier if the items all had a fixed price and the tokens had a fixed value.</li> <li><b>Plenary</b></li> <li>Assessment Questions</li> <li>Show children the pictures of coins on the slides.</li> <li>Which of these coins do you think is the earliest? Can you put them in chronological order? Challenge children to order the coins with a partner, then check on the slides.</li> </ul>	3A. Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Children to answer the interview questions about what it was like, using what they have learnt. When finished, children could act out their	3B. Children to im in an early civilisat have just come bat the marketplace. ( answer the intervi- about what it was they have learnt. V children could act	agine they lived tion and that they ick from a trip to Children to ew questions like, using what When finished, out their	Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Ask them to write a diary entry about their experience using what they know about early	
<ul> <li>by the class into two hardes. From the other half with the commodity claus and distribute several claus to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child in the class. Set children up behind a row of tables like a market place.</li> <li>Provide the other half of the class with tokens, such as shells, counters, etc. (or make some clay tokens before the lesson).</li> <li>Tell children that their challenge by the end of the session is to try and make sure that each child has one jar of grain, one animal, one basket and one jar of oil. To do this, they will have to barter with their tokens and commodities. They should keep track of what they have traded and how much they have traded each one for.</li> <li>After a certain amount of time, stop the activity and see who has the commodities they need. Do you have all four? Do you have any tokens left? Is it fair that some children paid e.g. three tokens for their grain and others only paid two? Encourage children to discuss whether this would have been easier if the items all had a fixed price and the tokens had a fixed value.</li> <li><b>Plenary</b></li> <li>Assessment Questions</li> <li>Show children the pictures of coins on the slides. Which of these coins do you think is the earliest? Can you put them in chronological order? Challenge children to order the coins with a partner, then check on the slides.</li> </ul>	Fancy something different?				
<ul> <li>Show children the pictures of coins on the slides.</li> <li>Which of these coins do you think is the earliest? Can you put them in chronological order? Challenge children to order the coins with a partner, then check on the slides.</li> <li>Do children know why people started using tokens for trading?</li> </ul>	<ul> <li>to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child in the class. Set children up behind a row of tables like a market place.</li> <li>Provide the other half of the class with tokens, such as shells, counters, etc. (or make some clay tokens before the lesson).</li> <li>Tell children that their challenge by the end of the session is to try and make sure that each child has one jar of grain, one animal, one basket and one jar of oil. To do this, they will have to barter with their tokens and commodities. They should keep track of what they have traded and how much they have traded each one for.</li> <li>After a certain amount of time, stop the activity and see who has the commodities they need. Do you have all four? Do you have any tokens left? Is it fair that some children paid e.g. three tokens for their grain and others only paid two? Encourage children to discuss whether this would have been easier if</li> </ul>				
<ul> <li>Which of these coins do you think is the earliest? Can you put them in chronological order? Challenge children to order the coins with a partner, then check on the slides.</li> <li>Do children know why people started using tokens for trading?</li> </ul>	Plenary		Assessment Questions		
	Which of these coins do you think is the earliest? Can you put them in chronological order? Challenge children to order the coins with a partner, then check on the slides.		<ul> <li>Do children know why people started using tokens for trading?</li> </ul>		