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| **Lesson** | **L/O**  Mesopotamia scheme of work:  *How useful are the objects found at Ur in learning about Mesopotamia?* | **Lesson activities** | **Sources** |
| 1:  Mesopotamia: The Cradle of Civilisation | To argue what was the most important inventions created in Mesopotamia | * Starter: 3 images from Mayan civilisation, question asking pupils what we can learn about the society from these sources. Pupils write down ideas. Class feedback. * Explain definition of key word: civilisation. Opportunity to ask pupils what they think the word means, before showing definition. Pupils write down definition in own words. * Introduce Mesopotamia – information about the civilisation on the board, pupils need to create a fact file that gives them information on the who, what, when, where and why of the country * Pupils are instructed to draw a table: whole page, landscape in their books, and then use an information sheet to fill in the table. * The sheet provides information of 5 different Mesopotamian inventions and why it’s an important invention. An example for one of the inventions is on the board * Plenary: Pupils vote on which invention they think is most important and why * If time: pupils have the chance to write their name in cuneiform, by using alphabet on power point slide. | * Information handout on inventions * Power point |
| 2:  What can we discover from the graves of Ur? | To analyse the problems with learning about the past by studying the Death Pit of Ur | * Starter: Image of the excavation of the Death Pit of Ur, question to discuss with class: What do you think is happening in this image? * Introduce the practice of archaeology with some information on the board, pupils answer 3 questions * Move on to think about the problems with archaeology and studying the past. Pupils use information sheet to create a spider diagram of different problems, which are shared back with the class * Next, introduce the Death Pit of Ur, with some basic information on the board about its discovery * Pupils are then given second information sheet on the different objects found in the Ur graves and a table on an A3 sheet * Pupils will use information sheet to fill in table. They must include a description of each artefact, what we can learn about Mesopotamia from the object/s and what problems there are in studying the object. The first artefact has been completed for them. * Plenary: Asking pupils which artefact they think is the most interesting to them and why | * Archaeology information sheet * Ur artefacts information sheet * A3 table * Power point |
| 3:  How do we write a History Essay? | To prepare for an assessment on the objects found in the Death Pit of Ur | * Starter: Task to encourage pupils to write down basic information about the discovery of the graves at Ur, as if they are explaining it to someone who’s never heard of it before. In doing this, they are beginning to learn about what to put in an introduction * Begin with a recap quiz to see how much pupils do remember about Mesopotamia and Ur, will go through answers as a class * Move back to focusing on writing essays – in pairs pupils create a spider diagram of all the things they can think of for what makes a good essay. Class feedback. * Pupils are then introduced to the essay question: *How useful are the objects found at Ur in learning about Mesopotamia?* and the basic format of a history essay, which they write down * They are then introduced to PEEL structure and are given a picture of an orange peel, which they must annotate to show how to structure a paragraph * Practice writing PEEL: Pupils are shown an example of a paragraph arguing that History is the best subject. They have to use this example and their orange peel to write their own paragraph on a subject they enjoy * Once completed they will swap books with the person next to them and give feedback for the classmate’s paragraph * Finally, pupils are given examples of 2 more paragraphs, this time based on the question they will be answering next lesson. In pairs they need to discuss which is the stronger paragraph and why. Class feedback. * Homework set: prepare for assessment by writing out an essay plan | * Orange peel image * Power point |

Extra notes:

* Have lesson (or 2?) on general introduction to History before Mesopotamia lessons
* Timers are on some of the power point slides, feel free to use them or delete them but they do not work on google slides, only power point
* Pupils to have their essay plan and A3 table in front of them during assessment?