


Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School
History

Pendle Class Autumn 2 Year A		N.C. LINKS: Pupils should be taught about: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in depth study of: The Indus Valley			
Etymology – citadel - "fortress commanding a city"		Vocabulary:			
 The Indus valley Civilization History for Kids By Nora langley		Subject Specific	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Key Concept: CIVILIZATIONS <u>The Indus Valley</u> Key Question: How much of an impact did the Indus Valley civilisation have on the world?		Indus Valley Seal Pottery Mud brick Citadel Drainage system Mohenjo Daro Harappa Archaeology	BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events, dates, century, ancient, decade,	Summarise events, describe, period, compare. Contrast, change, significant events, consequences	Artefact, understand, present, past, argument, debate, reasoned point, evidence, different experiences,
Unit Overview: To know about an ancient and ‘lost’ urban civilization discovered by archaeologists in the Indian subcontinent, early 20 th Century.					

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<p>To learn about its discovery and the surviving evidence which will help them understand how we build up pictures about the past.</p>	<p>Excavate Jasper beads Agate beads Arabian Sea Mountains Desert Indus River</p>	<p>timeline, chronology. Chronological order, long ago</p>		<p>primary sources, secondary sources, points of view</p>
<p>Chronological Context:</p> <p>3300 BC Farmers start small settlements in the Indus Valley, in what is now south-east Afghanistan, Pakistan and north-west India.</p> <p>3200 BC An early form of the Indus script begins to be used.</p> <p>2650 BC The cities of Mohenjo-Daro and Harappa flourish, with living conditions comparable to Sumer and better than those in Egypt.</p> <p>2600 BC A variety of evidence shows that ploughs and Indus script are being widely used.</p> <p>2500 BC Soft clay seals are being used by traders to mark their goods.</p> <p>2400 BC The Indus Valley civilisation is at its peak, with a possible estimated population of over 5 million people.</p>				

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<p>2000 BC The Indus people are referred to in Sumerian writings, recording the connections between the two cultures.</p> <p>1800 BC The Indus civilisation begins to decline after 800 years of wealth.</p> <p>1500 BC The Indus civilisation comes to an end</p>				
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Know about the Indus Valley civilisation (existence and location). • Understand the work of key explorers related to the Indus Valley civilisation. • Be able to order events chronologically. • Understand the role of artefacts and understand what they can tell us about a period of history. • Understand what an Indus Valley city would have been like. • Know about the clothing and jewellery worn within a period of history. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Know what the Kingdom of Benin was. • Understand how the Kingdom of Benin was first established. • Understand the beliefs of the people of Benin Kingdom. • Understand why the first dynasty of Ogoiso ended. • Know about the role of rulers and jobs in the Kingdom of Benin. • To understanding the Lasting Legacy of Benin Kingdom. • 			
<p>Key Skills (Disciplinary)</p> <p>Chronology</p> <ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework. • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 				

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Events, People and Changes

- Describe key aspects of a non-European society such as the early Islamic civilisation.

Interpretation, Enquiry and Using Sources

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.
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Sequence of Lessons:

1. To develop secure knowledge of the Indus Valley civilisation (existence and location).
2. To describe the work of key explorers related to the Indus Valley civilisation.
3. To order events chronologically.
4. To examine artefacts and understand what they can tell us about a period of history.
5. To explain what an Indus Valley city would have been like.

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6. To explore the clothing and jewellery worn within a period of history.

Enhancements:

Indus Valley Investigation (virtual visit) – The British Museum.

End of Unit Outcome:

Historical poster for a museum about city life and clothing during the Indus Valley civilisation. And oral presentation.

Oral Assessment:

- How much of an impact did the Indus Valley civilisation have on the world?
- Where was the Indus Valley civilisation located?
- What was the role of the key explorers in relation to the Indus Valley civilisation?
- What can historical artefacts tell us about the Indus Valley civilisation?
- Describe what an Indus Valley city would have looked like?
- Describe the clothing and jewellery worn the Indus Valley civilisation?