

Year group:	3&4	Term:	SPRING 1	Theme:	The Indus Valley	
Prior learning					Cross-curricular and visits/visitors	
- The children will know what a civilization is and will be able to name the ancient civilizations of Egypt and Sumer. - The children will understand the importance of Ancient civilizations being built on rivers. - The children will be able to name the River Indus and its importance to the Indus civilization.					English- Debate writing Geography: Understanding the importance of rivers.	
					New Vocabulary	
					Merchant	A person who trades goods.
Knowledge					Monument	A statue, building, or other structure erected to commemorate a notable person or event.
					Reconstruction	To remake an event from the past to further knowledge.
					Seals	Patterns or drawings pressed onto clay tablets.
- To identify and understand sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) - To learn about how people on the Indus Valley developed their civilization using bricks, buildings, baths, bathrooms and drainage. - To learn about Indus cities including Mohenjo Daro, Harappa and Lothal. - To draw similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) - To learn about craftsmanship, trade and barter.					Citadel	A fortified structure that is often located within a city or town.
					Kiln	An oven for firing, drying, baking or hardening.
					Terracotta	A red colour of baked clay.
					Ornaments	A decoration made to improve a place or building.
					Trade Routes	A route followed by traders.
					Oxen	A type of cattle used to work on farms.
					Wells	Holes in the ground made to find and use ground water.
Sewage	The process of removing human waste from a settlement.					
Skills (Disciplinary Knowledge)					Challenging Vocabulary	
- Chronology: Making some links between and across periods, such as the differences between clothes, food, buildings or transport. - Events, people and changes: Understanding some of the ways in which people's lives have shaped this nation. - Communication: Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. - Enquiry, Interpretation and Using Sources: Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. - Enquiry, Interpretation and Using Sources: Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.					Potsherd	A fragment of a piece of pottery.
					Threshed	To stamp on barley to separate the grain.
					Barter	To exchange goods without using money.