

Geography: Locating the Indus Valley

Knowledge: Children will be able to: show where the Indus Valley was on a map; describe the physical features of the Indus Valley.

Skills: Children will be able to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Vocabulary: Map, atlas, continent, country, Pakistan, India, Afghanistan, Arabian Sea, Indus River, Harappa, Mohenjo-Daro.



Unit of Enquiry Subject Knowledge and Skills Overview

Title: The Incredible Indus Valley Civilisation

Year Groups: LKS2

History: Discovering the Indus Valley Civilisation

Knowledge: Children will be able to: describe when the Indus Valley civilisation existed and some key features of this early civilisation; describe some artefacts that have been discovered, analysing multiple sources of evidence to form accurate conclusions; understand and explain different aspects of the Indus Valley history showing an understanding of how these aspects are linked to form an appreciation of life in this past civilisation.

Skills: Children will: develop use of appropriate subject terminology, such as: empire, civilisation; devise, ask and answer more complex questions about the past; select sources independently and give reasons for choices; analyse a range of source material to make deductions about the past.

Vocabulary: Ancient, civilisation, chronological, explorers, archaeology, excavate, artefacts, evidence, Harappa, Mohenjo-Daro, Charles Masson, soapstone, seal, citadel.

Other subject areas will be taught discretely as they are not directly linked to our unit of enquiry.

In our English learning sequences, we will be exploring a poetic remembrance text titled 'Where The Poppies Now Grow' and using this to develop our skills of inference. We will also be writing to explain, using non-fiction texts to support our science.

In Maths we will be looking at formal methods of addition and subtraction, and developing our reasoning and problem skills in our application of these methods.

Our Science unit of work is based on the human digestive system and will encompass a number of scientific investigations to practically explore this.

In RE we will be exploring what Hindus believe God is like, looking at stories and symbols which help to express these beliefs.

In PE we are continuing our outdoor adventurous activities, working on team building and orienteering tasks.

Our music will continue to be based on learning the ukulele and preparing for Young Voices.

Focus Drivers:	Key Questions:
- Developing resilience. - Promoting independence to take responsibility for own learning. - Disagreeing well and challenging respectfully.	- Where was the Indus Valley civilisation located? - Who discovered this civilisation? - What can artefacts tell us about the past? - What was life like in this ancient civilisation? - What happened to the civilisation? Why does it no longer exist?
Vehicle for Learning:	
Virtual Visit to the Indus Valley (British Museum)	
Key Texts:	
'Explore The Indus Valley' by Claudia Martin 'Great Civilisations: Indus Valley' by Anita Ganeri	

DT: Indus Seals and Jewellery

Knowledge: Children will be able to: describe what Indus seals were and how they were used; explain the pictures and writing found on Indus seals; explain the cultural legacy of well-crafted, intricate art; describe the jewellery made and worn by Indus Valley people.

Skills: Children will: research designs, develop their own design criteria and use these to inform their ideas; model and share ideas through annotated sketches; select and explain their choice of tools and equipment; use their design criteria to evaluate their completed products.

Vocabulary: Seals, clay, stone, carved, beads, jewellery, fashion, precious, agate, jasper.