



History Topic: What can we learn from Harappa?

Year: 4 **Term:** Spring 1

Key Knowledge/Content:

- **Chronological understanding-** Know where Harappa is located and the importance its civilisation.
- **Historical enquiry-** Ask and answer questions about Harappa using sources.
- **Interpretations of the past-** Look at how excavation affects our interpretation of the past.
- **Knowledge and understanding-** Use sources to explain what was important to the Indus Valley civilisation.
- **Compare and contrast-** Compare the roles in the Indus Valley to other periods of history.

Links to:

Prior learning:

To learn about British history including the Stone Age to the Iron Age and the Romans, which happened coherently (at the same time) as Harappa.

Future learning:

To explore why the Indus Valley disappeared and the different theories surrounding the ending of the civilisation.

Key vocabulary with definition:

Prior vocabulary:

- CE- Common Era, after the year 0.
- BCE- Before Common Era.
- Excavation- The act of removing Earth that is covering very old objects buried in the ground.
- Physical feature- A landscape feature formed naturally, such as a hill or a river.
- Population- The amount of people in a particular area or location.
- Settlement- A place, previously empty, where people have built a community.

New vocabulary:

- Civilisation- A human society made up of different cities and cultures.
- Soapstone- A soft rock which can be carved easily.
- Citadel- An area on a mound of land, higher than the rest of the city.
- Barter- Swapping goods for other goods.
- Floodplain- An area of low-lying ground.
- Pakistan- A country south of Asia next to India.
- Occupation- The job someone has.
- Agriculture- The growing of crops and looking after of animals.
- Irrigation canal- Moving water from a river to crops.

By the end of this unit

All children can: **describe** the key features of the Indus Valley civilisation, referring to key sources and photos of the excavation site, and **present** findings about the site.

Most children can: **use research** to find out more about the Indus Valley and **understand** why the location of the civilisation was so effective, including for its agriculture.

Some children can: **compare** the Indus Valley civilisation other civilisations studied, including the Romans and Iron Age Britain, and **understand** the significance of the civilisation.

Background understanding for teachers and parents:

This unit will be introduce children to Harappa, an Indus Valley civilisation site that was excavated in 1920. They will explore the key features of the site such as the agriculture, the city layout and evidence of objects found during the excavations.

Curriculum Driver (one):

Knowledge of the World

Evidence outcome:

Look at how the civilisation began in modern-day Pakistan and advanced at one point to contain 10% of the world's population.