



National curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our

Core Vocabulary			
evidence	monuments	oxen	Mohenjo-Daro
merchants	threshed	seals	Harappa
rhinoceroses	unicorns	trade route	Lothal
figurines	barter	potsherds	Asia
terracotta	bangles	citadel	Asian
fertility	government	carnelian	prow

knowledge of the past is constructed from a range of sources.

Key: Substantive Bigger picture

Glossary

figurines	
terracotta	
monuments	

Learning Intent Questions	Pupil	Teacher
What do we know about where the dancing girl was found?		
What clues help us understand the ancient Indus Valley civilisation?		
What do we know about the city of Mohenjo-Daro?		
What do we know about art in the Indus Valley?		
How did Indus people travel and trade?		
What do we know about the rulers of the Indus Valley?		

