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| **Year Four Advent**  **History and Geography Planning- Indus Valley** |
| **About this unit:**  History- The history of the Indus Valley. The children to have a chronological understanding of when the Indus Valley Civilisation were around. Looking at the key themes of where they lived, what their culture and society was like, religious beliefs, significant artefacts, their early achievements including writing and drains and the impact this had on the world. What caused the civilisation to end.  Geography- Mountains, understanding how they are formed and how land is used around them. Climate and the vegetation around mountains. Know where mountain ranges are in the world and know how to identify them on a map. |
| **Linked Prior Learning:**  **Geography:** Y1 Europe Y3 Countries in Europe and volcanoes  **History:** Y2 Explorers – Why people travelled around the world. Y3 link to Greek and Roman lifestyle, warfare and beliefs  **EYFS**-A understanding of the past and the people that came before them |
| **Disciplinary Knowledge:**   * Grid references * Map reading * Interpreting data for maps * Using an atlas * Using GIS technology * Historical sources and similarities and differences |
| **British Values, Protected Characteristics and Diversity:**   * The diversity of Britain and how the different invasions made Britain what it is today * The rule of law is covered through looking at Anglo-Saxon beliefs, rules and society including crime and punishment * The value of democracy is covered through looking at the democracy systems in Anglo-Saxon society * Looking at how Anglo-Saxon established respect and tolerance * The protected characteristics of sexes through the roles of different sexes within Anglo-Saxon communities and religion and beliefs through the teaching of Anglo-Saxon religion and beliefs * Race of the societies and the battles they had for ownership in Britain |
| **Adaptations:**   * Visuals and resources on the table * Adapted texts, font and size * Access to different technologies (laptops and iPads) |
| **Safeguarding across the curriculum:**   * Knowing what is right and what is wrong and being able to make those judgements * Knowing how to conduct research and filter inappropriate content |
| **Catholic Social Teaching:**   * Looking at examples of how they lived peacefully |
| **Oracy Examples:**   * Communicating with each other in group or partner work * Listening to each other and taking turns |