



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

Core Vocabulary			
archaeologist	excavate	Indus Valley	Tigris
nomadic	civilisation	Sumer	Euphrates
mythical	ziggurat	Mesopotamia	Shang
cuneiform	decipher	decorative	Gilgamesh
herding	cradle	trade	sculptures
bronze	altar	tablets	fertile
epic	crescent	weaving	sacrifices

Key: **Disciplinary** **Substantive** **Bigger picture**

Glossary—use a dictionary to find the meaning of the words below

mythical	
decipher	
bronze	
fertile	
sacrifices	

Learning Intent Questions	Pupil	Teacher
What do we know about the land between two rivers?		
Why did the Sumerians stay in the same place?		
What was the epic of Gilgamesh?		
What do we know about Cradles of Civilisation?		
Can we compare the Cradles of Civilisation?		
What do we know about art in the Cradles of Civilisation?		