

# PRIMARY history

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- 23 to present a point of view in writing, e.g. in the form of a... report... linking points persuasively and selecting style and vocabulary appropriate to the reader.

**Year 5 Term 1**

- 24 to write recounts based on an historical event)

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- 19 to construct an argument in note form or full text to persuade others of a point of view and:
- present to the class or a group;
  - evaluate its effectiveness.

**Year 6 Term 1**

- 14 to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through e.g.:
- composing a biographical account based on research
  - describing a person from different perspectives

**Gavin Baldwin** is Principal Lecturer in History Education at Middlesex University.

# Teaching The Indus Valley Civilisation in the 21st Century

Ilona Aronovsky

**W**hat we know about The Indus Valley Civilisation, (2600-1900 BC) an ancient urban civilisation in South Asia, largely rests on the archaeological record. It does not include perishable materials (like murals, papyrus, etc), but we have the bare walls of its cities, (about 1500 Indus sites are known) including the largest and best planned cities of this Bronze Age time, constructed on massive artificial mounds above the flood plain of the Rivers Indus (Mohenjo-daro) and Ravi, (Harappa). What marks them out from those of other ancient civilisations is a level of amenity for ordinary inhabitants, as well as the wealthiest, including deep wells and city wide brick drains which ran through main streets and side alleys. Bathroom floors and loos in dwellings connected

to brick drains by means of channels, chutes, and pottery pipes from upper floors.

Though the stories of the individuals who built the cities, let alone those who controlled the vast domains may remain unknown there is plenty of evidence to question and make hypotheses about this ancient society.

This article discusses how mathematical concepts, literacy requirements and other areas of the curriculum can be harnessed to promote meaningful historical enquiry and understanding. This is especially so for a history topic which lends itself to enquiry based learning, scrutiny of every little clue, and speculation about the very many questions that remain to be answered

### Some Teaching and Learning Opportunities

- Practical Maths as well as science, and D&T can be used to explore the sophistication of ancient technologies and the societies that created them.
- Helps children to understand that the origins of "civilisation" was not confined to Europe, Greece, Rome and Ancient Egypt.
- Relative lack of evidence creates opportunities for children for close observation and hypothesising.
- Very different interpretations of the same evidence (such as the decline of the IVC) through time develops children's critical appreciation of reference books, which fail to up date.
- Discussing photographs and replica artefacts are excellent for the language development of mono and bi- lingual children.

The languages of bi-lingual children are a resource for activities to show how ideograms work.

- ICT opportunities – there are no large collections of IVC artefacts in UK, but a wealth of slide shows created by its leading archaeologists on the Web, including detailed information about artefact technology. Children can use these resources to create slide shows in Powerpoint, classify artefacts in a database, and other ICT activities. (Otherwise copyright applies)
- Literacy – There are good opportunities for report writing, persuasive writing, play scripts, drama, poetry and role play.

Junior Focus, Scholastic, May 2002 Issue, Indus Valley has activities and resources for all the above including colour posters with photos which can be cut up and laminated.

## FLOW CHART - Clues from a Cart (Resource is Indus Cart Kit, listed below)

1) Artefact	2) Description	3) Design Evaluation	4) Historical Clues	5) Maths Activities	6) Historical Conclusions
<p>Toy sized Terracotta Cart Chassis and Two Wheels, holes for draw pole and cart sides</p> <p>Activity Model and assemble the cart. Test on different surfaces. Compare with other vehicles.</p>	<p>Curved chassis and large wheels. The chassis sits high above the ground. The chassis sits on the axle pole and lifts off easily.</p>	<p>Two wheels make them easier to turn. The carts can cope with difficult terrain. They can be dismantled easily if they get stuck or for crossing water. The chassis tips forwards or back easily for loading or unloading. It could take heavy loads.</p>	<p>These cart frames and wheels are found in many Indus cities and are unique to the Indus Civilisation.</p> <p>Cart ruts have been found in a wide street. No horse bones or figurines, but bones and depictions of bulls and waterbuffalo.</p>	<p>Use ratio of wheels to chassis and measurement between cart rut to reconstruct size of real carts.</p> <p>Estimate /pace width of 11 metres of main street in Mohenjo-daro to get a sense of its size and work out volume of traffic it was built for. Compare with width of modern road.</p>	<p>Carts could go between cities and into the countryside and rough terrain. They could carry heavy loads, they didn't go fast, but they wouldn't need paved roads, just tracks. There could have been a lot of cart traffic in the city</p> <p>Were terracotta carts toys? Votive objects? Don't they show how important trade and transport was to the IVC?</p>

### Estimating, Ratio, Proportions, Gradients and Mathematical Shapes

Reading the architecture for clues is helped by activities which explore mathematical, design and construction features. Nearly all the cities were built of fired brick. (Cooler sun dried brick was used for upper house walls.) Children enjoy estimating the numbers of bricks it took to build the cities, (millions). Who made the bricks? Who ordered them?

Brick sizes varied, but the proportions always conform to the ration 4:2:1, convenient for slotting together in various combinations. Children can work out the dimensions of bricks using ratios and make models to arrange in various courses. What could explain the use of this standard ratio?

### Drawing Water, Bathtime and Down the Drain!

Children can make an illustrated flow chart to show how water was used in an Indus City, to use for explanation text writing.

The average gradient (Aachen University Research Project) of the drains in Lower Town Mohenjo-daro was 2 cms per metre. This can be demonstrated with a metre stick. Why do drains need a gradient? It is part of the evidence for a carefully planned city drainage system, constructed streets were laid out in a grid, and blocks of dwellings built. Drains had stepped entry into square soak pits which trapped solids for removal, whilst liquid flowed on to the edges of the city.

All houses had access to circular brick lined wells, about 15 metres deep, constructed with innovative wedge shaped bricks. This arrangement withstands immense pressure; the wells exposed by the 20th Century excavators, still stand like towers, with the mortar long gone. Children can work out a method of creating a template for a well mouth, and the trapezium shaped bricks round the edge. Why are they stronger than square bricks arranged in circles?

They can estimate and measure the equivalent well depth.

### Evidence from Artefacts

Fascinating evidence of government, trade, complex technologies, and every day life also come from hundreds of stamp seals, inscribed with ideograms, artefacts from mass produced pottery to exquisite jewellery produced with sophisticated technology and skills that are hard to replicate today ; there were small terracotta wheeled carts, figurines of people, and animals, some of which may have been toys; they give use clues about domestic life and religious beliefs

### Creating a Time-Line of Decline Theories, Role playing various Decline scenarios using the same evidence.

An influential theory of alleged invading "Aryans" put forward by the great persuasive writer and eminent archaeologist, Mortimer Wheeler has long since been discredited, yet it pops up in many children's reference books. Other theories, like floods, environmental disaster, political collapse followed it. Current thinking is that the IVC devolved into successful regional economies, even though many cities were abandoned.

#### Examples from "Indus Valley Schools"

Contributed by Peter Barton and Kathryn Walker

##### Charmouth Primary School, Dorset

Using powerpoint and slide shows at harappa.com, children "visited" Mohenjo-daro and conducted a short tour, making hypotheses about the nature and functions of building remains. The quality of oral work was excellent.

Persuasive writing – Children identified gaps in the evidence and wrote persuasive letters to UNESCO putting a case for further excavations.

**Knayton C of E. Primary School**, North Yorkshire, used the harappa.com Around the Indus - 90 Slide Show 1, to make presentations showing some aspect of the Harappan Civilization, using Power Point They were then able to present their shows to the rest of the class and try to answer any questions which arose. This provoked some lively debate and encouraged the children to investigate topics further

History Education Consultancy (HEC) sells authentic replica artefacts for classroom handling, provides Inset, and publications include – Make Your Own Ancient Artefact – The Indus Cart Kit, with templates, modelling instructions and cross curricular activities, and a Trading Board Game. Its pages at [www.harappa.com/teach](http://www.harappa.com/teach) list dedicated resources for teachers, with links to the slide shows at [harappa.com](http://harappa.com), and will expand to an online service for IVC school, late 2002.

**Ilena Aronovsky** is an education consultant. She co-wrote the Indus Valley KS2 History published by Commonwealth Institute and the Junior Focus issue.

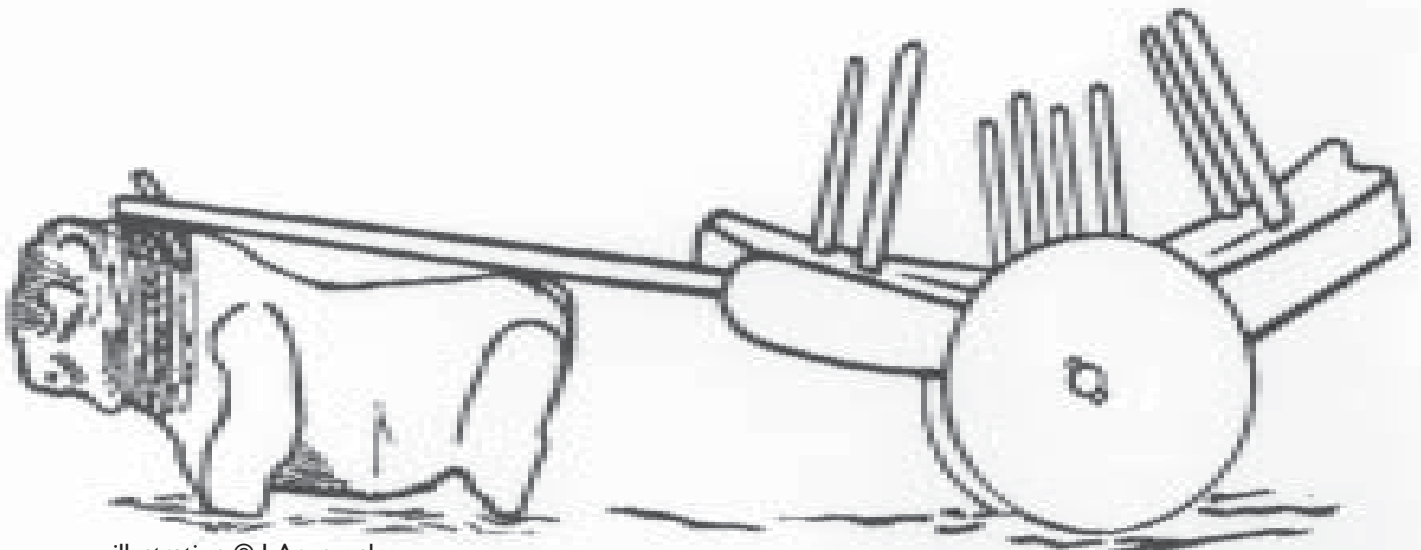


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## Identifying the potential of history in teaching Citizenship at KS1 and 2

Anthony Panter and Ian Cawood

Following the publication of the QCA guide 'Citizenship and PSHE at KS1 & 2' (QCA:2000) which identified history as being a suitable vehicle for the teaching of the non-statutory citizenship framework in primary schools, and the QCA KS3 scheme of work for citizenship (QCA:2001) which included two history related units, it was decided to audit a typical primary school's history programme of work to identify opportunities for developing the knowledge, skills and understanding in citizenship as laid down in the National Curriculum non-statutory guidelines (DfEE:2000). The research demonstrated that a wide range of citizenship material was already being delivered through the history curriculum. A similar approach

could be taken to audit the citizenship (and PSHE) coverage for the other non-core subjects.

Ways in which the history programme of work could be modified without the need for the introduction of new topics or the purchase of new resources in order to include more opportunities for coverage of the citizenship curriculum were identified. However, it was also recognised that some elements of discrete citizenship and PSHE provision as recommended by the QCA, should be included both on the school's timetable and in extra-curricular activities. It was not assumed that citizenship could be effectively taught merely by identifying citizenship links to existing subjects.