

Year group: 4	Subject Area: History	Unit 1: civilisations from 1000 years ago – The Mayans	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
Knowing that archaeologists have helped us to understand about the past. Knowing about the structure and of the Ancient Egyptian civilisation	A non-European society that provides contrasts with British history – Mayan civilisation	To know that Greek society was also organised in a hierarchal way. To know that religion was also important to the Romans and Greeks.
Notes	Cross-curricular links	Possible hooks/enrichment activities
Book – The Chocolate Tree	Maths: reading calendars and the Mayan number system DT: making tiles and steles using clay Geography: using an atlas or map to locate countries	Mayan Day Use of artefacts – children to predict who uses the artefacts and what they were used for.

Lesson Sequence

Mayan Civilisation

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<i>Where are the Mayans in the historical time line?</i>	<i>Where and when were the remains of the Mayan civilisation discovered?</i>	<i>Why the Mayans considered an advanced society in relation to that period of time in Europe?</i>	<i>Which buildings were important and how do these compare with modern life?</i>	<i>How was Mayan society organised?</i>	<i>What religious beliefs influenced their daily lives?</i>	<i>What was Mayan daily life like?</i>
Identify where the Mayans come on a timeline. To know which modern day countries the Mayans inhabited.	To know who discovered the remains of the Mayan civilisation and when.	To know that the Mayans were an advanced society compared to societies in Europe. To know that the Mayans invented hieroglyphs, astronomy, calendar system and zero in the Maths system.	To know that the Mayans built pyramids, palaces and temples. To know why these were important to the Mayans and what they were used for. To name some of the important buildings	To know that the Mayan society was divided into city states. That within each city state people were divided into a social group	To know that religion was an important part of Mayan life. To know what some of the nature gods represented and why they were considered important. To know how the Gods were worshipped.	To know that that there were specific roles for children, men and women in Mayan society. To know what homes they lived in and what they farmed.

Key vocabulary

Mayan Mexico Belize Guatemala El Salvador	Herman Cortes Conquistadors Colony Mesoamerica	Astronomy Solar calendar – Haab Hieroglyphs Codices Long calendar	Temples Palaces Pyramids Worship Chichen Itza	City state Absolute monarchy King Nobles/priests Palace officials	Nature gods Ritual Ceremony Sacrifices Afterlife	Huts Crops Maize Sacred Merchants
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Honduras			Sacred	Merchants and traders Farmers Labourers Slaves	Underworld	Farmers
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Key skills throughout unit

- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Use a time line to show main events within a period of history
- To compare and contrast information
- Give more than one reason to support an historical argument
- Use various sources of evidence to answer questions
- Use various sources to piece together information about a period in history
- Research a specific event from the past
- Use their 'information finding' skills in writing to help them write about historical information
- Thoroughly research, and identify similarities and differences between given periods in history
- Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them
- Begin to use more than one source of information to bring together a conclusion about an historical event
- Can they use specific search engines on the Internet to help them find information more rapidly?

Year group: 4	Subject Area: History	Unit 2 : Ancient Greece	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Knowing how Mayan society was organised in a hierarchal way. Knowing that religion had a major impact on Mayan life. Use of artefacts to learn about Mayan life	Ancient Greece – a study of Greek life and achievements and their influence on the Western world		Use of artefacts to learn about Roman society How Roman life was structured
Notes	Cross-curricular links		Possible hooks/enrichment activities
Greek Myths	Art: features of art from different historical periods. Drawings of body language in sketches and paintings and pottery Geography: using an atlas or a map English: reading and retelling of Greek myths		Greek Day Use of artefacts – children to predict who uses the artefacts and what they were used for.

Lesson Sequence					
Greek Life and Their Influence on the Western World					
<p>Lesson 1 <i>Where are the Ancient Greeks in the historical time line?</i></p> <p>Identify where the Ancient Greeks come on a timeline. To know the location of Greece in the world and its islands</p>	<p>Lesson 2 <i>What are the main characteristics of the Athenians and Spartans? Describe the differences between the two main civilisations?</i></p> <p>To identify who the Athenians and Spartans are. Locate the places on a map. Identify the characteristics of the Athens and Sparta. To know the differences between the two civilisations and compare and contrast the civilisations of Athens and Sparta</p>	<p>Lesson 3 <i>What was the structure of society and understand how life differed for people in each group?</i></p> <p>To know that Ancient Greece was divided into city states and that society was divided into social classes. To know what life was like for citizens in each class.</p>	<p>Lesson 4 <i>What influence did the gods have on Ancient Greece?</i></p> <p>To know that Ancient Greece had a religious system - this consisted of gods and goddesses. To know that the gods and goddess controlled aspects of their life. To know that temples were important for worship</p>	<p>Lesson 5 <i>What were the Ancient Greek Olympics?</i></p> <p>To know that the Ancient Greeks held national sport festivals, with the most important being the Olympic Games. To know when the first Games was held. To know the sports that were involved in the Olympics and that it was part of a religious festival. To know how the modern Olympics differs from the Ancient Olympics</p>	<p>Lesson 6 <i>How did the Ancient Greek civilisation influence the modern world?</i></p> <p>To know how the Ancient Greek civilisation has influenced the modern world, e.g democracy. To know what democracy and how it was organised in Ancient Greek times. To know how democracy in Greek times differs to democracy in the UK</p>
Key vocabulary					
<p>Chronological order Time line</p>	<p>Athens Sparta Characteristics Civilisation Compare Contrast</p>	<p>City states Social classes</p>	<p>God Goddess Temple Gaia (the Earth) Uranos (the sky) Mount Olympus</p>	<p>Gymnasiums Athletes Olympia Zeus Religious festival</p>	<p>Democracy Ekklesai Boule Dikasteria Vote Elect</p>

Key skills throughout unit
<ul style="list-style-type: none"> • Use a timeline to show main events within a period of history • Research two versions of the same event and say how they differ • Begin to appreciate that how we make decisions has been through a Parliament for sometime • Give more than one reason to support an historical argument • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they found out • Explain how events from the past have helped shape our lives • Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them • To compare and contrast differences between two civilisations • To explain that something which has happened in the past can affect the way we live today

Year group: 4	Subject Area: History	Unit 3: Local History	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Knowing that an area can change in its use, buildings and jobs (Industrial Sunderland)	A local history study linked to periods of time studied under chronology or a local study that could extend beyond 1066		To know more about the life and times of the Victorians
Notes	Cross-curricular links		Possible hooks/enrichment activities
Use of Local History Library@ETR (Sunderland Council) for a factsheet about the event (History Subject Leader has a copy) The Disaster is remembered every year with a ceremony in Mowbray Park (the school has been involved with this in the past)	English: Writing a retell of the event in the form of a diary entry or newspaper report PSHE: Thinking about what it would have been like for the children and families Art: Designing a memorial		Workshop at Sunderland Museum Visit the memorial in Mowbray Park

Lesson Sequence			
The Victoria Hall Disaster			
<p>Lesson 1 <i>What was the Victoria Hall?</i></p> <p>Know what the Victoria Hall was and where it was located in Sunderland. Know what type of events the hall was used for. Know why Victoria Hall was important to the people of Sunderland.</p>	<p>Lesson 2 <i>What was the disaster at the Victoria Hall?</i></p> <p>Know when the disaster took place and who was involved. Know what the disaster was and the reasons it occurred. What</p>	<p>Lesson 3 <i>How was the disaster recorded?</i></p> <p>Know the disaster was reported throughout the country. Know about different accounts of the incident and how it affected the people of Sunderland</p>	<p>Lesson 4 <i>What happened after the tragedy?</i></p> <p>Know that Queen Victoria was informed of the disaster and that a poem was written about it. Know that money was raised for funerals and that some of the money was used to build a memorial. Know that the disaster led to a change in the law that is still in place today.</p>
Key vocabulary			
<p>Gothic style building Dress circle Gallery Venue Public meetings Entertainments</p>	<p>Travelling entertainers 'the greatest treat for children ever given' Suffocated Sunday School</p>	<p>National newspapers Eye-witness accounts</p>	<p>Queen Victoria Condolences William McGonagall poet of 'The Sunderland Calamity' Memorial Inquest Parliament Law</p>
Key skills throughout unit			
<ul style="list-style-type: none"> Summarise the main points from a local event and explain the order in which key events happen Describe a key event from Sunderland's history using a range of evidence from different sources To explain that something which has happened in the past can affect the way we live today 			