**Year 4 HISTORY Curriculum – Autumn Term**

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| **Theme: Anglo - Mayan Civilisation** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the 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.   * a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300 | | | **Keyword** | Definition | **Keyword** | Definition | | **English** – The Great Kapok Tree  **Geography** – where did the Mayans settle  **Computing** – research and investigation |
| Cenote | Sink hole formed by collapse of rock into which Maya threw offerings | Obsidian | Black glassy rock formed when volcanic lava cools | |
| Codex/Codices | Collection of manuscript pages held together into early form of book | Quetzal | Colourful tropical bird very important to the Mayans | |
| Glyph | Written symbol used to present spoken words | Ritual | Act that is always performed in same way as part of a religious ceremony | |
| Hieroglyph | System of writing used by ancient Mayas made up of symbols that stand for words or syllables | Slash and  burn | Way of clearing farmland by slashing away most vegetation then burning the rest | |
| Jade | Green stone used to make wonderful jewel | Stelae | Upright stone slabs or pillars with inscriptions or design | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children will have already studied Ancient Egyptians (Y3) which provides a context for showing progression in understanding characteristic features of past societies. They understand that a civilisation is a society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. | | | | | Children will deepen their knowledge of early civilisation by studying the Shang Dynasty in Year 5. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What was the Maya civilisation? | | * Know where the Maya civilisation came from * Learn about the four main periods of Maya history * Compare the Maya timeline with other key events | | | | | * Chronological understanding * Use a range of primary and secondary sources to find out about the past. | |
| 1. Why do we study the Maya civilisation in history? | | * Understand there is a range of Mayan achievements:  1. Without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people 2. Know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses. 3. They understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. 4. Also had their own system of writing. 5. Maya were in many ways more advanced, they built some of the largest cities in the world at the time. 6. Know that we have the Maya to thank for the wonder of chocolate! | | | | | * Knowledge & understanding of events and people in the past | |
| 1. How did the Maya manage to become so important? | | * Early Maya were nomads but became farmers when they found natural wells * Know that the Mayans knew how to grow crops like maize and irrigate fields * Knowledge of slash and burn techniques and knowing when, precisely, to plant seed enabled the Mayan civilization to develop. | | | | | * Use a range of primary and secondary sources to find out about the past. * Interpretation | |
| 1. What was everyday life like in Mayan civilization? | | * Understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) * Distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming. * Mayan cities had a dramatic stepped pyramid topped by a temple. | | | | | * Knowledge of people in the past * Critical thinking skills | |
| 1. How can we know about the Mayan people from 1000 years ago? | | * Understand how to make deductions about the purpose of an object from its physical clues. * Know that much of the Mayan’s history was destroyed by the Spanish when they conquered this area in 16Cth | | | | | * Critical thinking skills * Use a range of primary and secondary sources to find out about the past. * Knowledge & understanding of events | |
| 1. If Maya’s were civilised people, then why did the carry out human sacrifice? | | * Can explain why human sacrifice was practised * Understand that over 1,000 years ago moral values were different in England too | | | | | * Knowledge of people in the past * Interpretation | |
| 1. Why did the Mayan empire decline? | | * Understand that there are many competing explanations and that it is difficult to be certain as to the reason, without written records. * Can make a plausible case for one or more reason from the evidence available. * Know that it was probably a combination of factors, rather than one factor alone | | | | | * Chronological understanding * Investigation * Presenting, organising and communicating information and ideas | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 1 – know where the Maya civilisation came from | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** | * Lesson 4 – society was hierarchical | | | | | | | |
| **Evidence** | * Lesson 2 – Mayan achievements * Lesson 5 – life of Mayan people * Lesson 7 – decline of the Mayan empire | | | | | | | |