


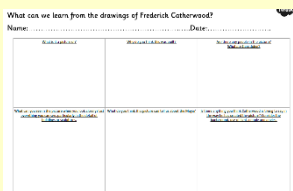
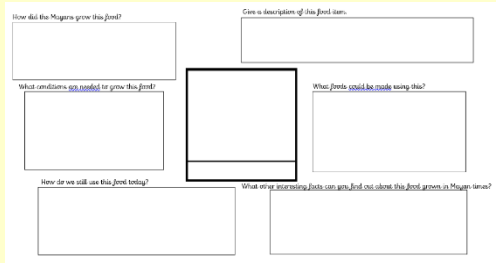


History Unit Plan Year 4- Autumn 1

Year 4 Aut 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
1 6.5 hours	Chronological understanding of events, people and changes in time.	I am learning to develop a chronologically secure knowledge and understanding of an ancient civilisation.	I know where to find facts and information about the Maya civilisation (250-900AD)	<p>Lesson 1 Who were the Mayans?</p>  <p>Show children the picture of Mayan Pyramid (Left). Where do we think this is? What do we think we will be learning about for the next few days? Ask children if they remember what the word 'ancient' means from the previous year. Remind children, if they have forgotten. Explain to the children that over the next week, we are going to be learning about the Mayans. Ask the children to partner talk about who they think the Mayans were. Take any suggestions and pass around the artefacts from the 'Mayan' box from the resource room. Have you changed your ideas about who the Mayans were or what they may have done? Show the children the following video https://www.youtube.com/watch?v=iaKofHyZ00c Ask children again if their views on the Mayans have changed and what we now know about them.</p> <p>Children will have the CSI research sheet (on the server) which is split into 3 different time periods. Children will have 1 lessons to add the information to the sheet in order to make the timelines tomorrow. They should use information sheets (on the server), IPADS and books from the library. ENSURE CHILDREN FIND THE DATES FOR THE EVENTS AS THEY WILL NEED THEM FOR THEIR TIMELINE FOR THE FOLLOWING LESSONS.</p>  <p>Lesson 2 What were the main events of the Mayan timeline?</p>  <p>Show children the word to the left. What was this word? What does it mean? Ask the children if they remember the 3 periods of the Mayan timeline from the previous day. The children will use their sheets from the previous lesson to talk about what happened in each period. Show the children the following video: https://www.youtube.com/watch?v=Q6eBJdca14 Afterwards talk about how the Mayans' lives changed throughout the three periods. Model creating a timeline from the start of the Mayan era to the end, prompting children to remember what AD and BC means. Children then create their own timeline using an A3 strip or teacher made timeline in their books using the events that they found from the previous day.</p> <p>Lesson 3 How long ago did the Mayans influence the world?</p> <p>Explain to children that today we are going to be using our mathematical skills (with numberlines) to understand how long ago an event from Mayan civilisation occurred. Show the children the following website on the larger board https://britishmuseum.withgoogle.com/. At 600AD orange dots will start to appear to show Mayan artefacts etc and once clicked on you can hear a description of the objects. The audio descriptions are particularly useful and it is a good idea to start at the beginning of the timeline so children can see how many historical events occurred throughout the world at different times. Using the resource sheet (mathematically named) children will answer the questions in the CSI using a timeline from 1800BC-1500AD to find out how long ago the events happened (Firstly making their way to 0 and then to 2021 and adding these together to find out how many years ago this was).</p>  <p>Lesson 4 What kinds of foods did the Mayans grow?</p> <p>Explain that today we are going to be learning about how the Mayans used to grow their food and what they liked to eat. Show the children the following: https://www.twinkl.co.uk/resource/t2-h-4130-mayan-civilization-food-lesson-teaching-pack-powerpoint Show children the following video: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-the-maya-eat/zkxc8xs For the rest of the lesson, children need to research what the Mayans ate, drank and it was grown. They should choose 1 item to research in more detail. In the following lesson, children will use laptops and complete the mayan food sheet (on the server).</p>  <p>Lesson 5 How does a historian interpret history?</p> <p>Ask the children if they understand what a primary and secondary source is. Using the powerpoint https://www.twinkl.co.uk/resource/cfe-primary-and-secondary-sources-powerpoint-cfe2-t-191 go through primary and secondary sources and talk about what bias and interpretation means. Explain to the children that historians have to be careful to balance what they know with evidence and inferring what happened at the time. The opinions they form have to be backed up by historical evidence. Explain that the first person that discovered the Mayan ruins was Frederick Catherwood. Share the following powerpoint with the children about the rediscovery of Mayan artefacts and empires. https://www.twinkl.co.uk/resource/t2-h-4128-frank-catherwood-mayan-civilization-explorer-lesson-teaching-pack-powerpoint Give children pictures of the Mayan drawings that Catherwood made. Ask children to choose one and complete the worksheet that comes with the above power point. → Children should focus on what we know about the Mayans from these drawings such as: architecture, hieroglyphs, aesthetic, religion etc.</p>
	Chronological understanding of events, people and changes in time.	I am learning to use my mathematical skills to round up time differences into centuries and decades.	I know how to find out what Maya people grew and how their diet differed from our own.	
	Historical Enquiry	I am learning to find out what an ancient civilisation grew.	I know about the Maya from the drawings of Frederick Catherwood and can use his resources to interpret Mayan life. (1800-1500AD)	
	Historical Enquiry	I am learning to use a different resource to deepen my knowledge of an ancient civilisation.		

Vocabulary:

Chronological Understanding

ACE/AD, Ancient civilisation, Centuries, Change, Chronology, Era, Millennia, Time Period, Civilisation, Development, Past, Present, During this time.

Historical Enquiry

Reference book, Primary source, Secondary source, Questions starters, Conjunctions, Similar, Different, Evidence, Findings, Reliability, Society, Bias, Accurate.

Historical Interpretation

Primary source, Secondary source, Point of view, Suggest, Trustworthiness, Bias, Accurate, Agree, Differ, Reliability, Cause, Consequence, Enquiry, Findings, Society, Reliability.

Unit Vocabulary

Abandoned, AD, Archaeologist, BC, Chichen Itza, Central America, Ceremonial, Classical, Cocoa Beans, Copan, Conquer, Document, Drought, El Mirador, Equipped, Explorer, Frederick Catherwood, Humidity, John Lloyd Stephens, illustration, Lagunita, Lowlands, Maya, Pyramids, Rediscovered, Shifting, Surveys, Tamchen, Temple.

