

## Year 4 Curriculum subject plan History

YEAR 4	Early Civilisations	Anglo-Saxons, Picts and Scots	The Maya
<b>Component knowledge and skills for Year 4</b>	<p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• I can make predictions about objects that might have been invented before, during and after early civilisations.</li> <li>• I can use different sources of information to confirm if my predictions were correct or not.</li> <li>• I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.</li> <li>• I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>• I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>• I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>• I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>• I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</li> <li>• I know I need to think critically about a historical source in order to assess its reliability.</li> <li>• I can generate multiple questions to explore, choosing the ones I most want to investigate.</li> <li>• I understand the importance of translating the Mayan writing system for Historians to learn about the Mayan civilisation.</li> <li>• I understand the importance of preserving historical documents and artefacts.</li> <li>• I know that knowledge about the past is constantly improving as historians make more discoveries.</li> <li>• I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. ]</li> </ul> <p><b><u>Historical Understanding</u></b></p> <ul style="list-style-type: none"> <li>• I know where in the world the earliest civilisations took place.</li> <li>• I can describe and compare some of the first writing systems.</li> <li>• I can explain how some writing systems developed through time.</li> <li>• I can translate sentences from the Phoenician alphabet.</li> <li>• I can explain where and when money was first used.</li> <li>• I can explain some early number systems and why they were developed.</li> <li>• I can describe some of the technological advances of early civilisations.</li> <li>• I know who the Anglo-Saxons were and where in Europe they came from.</li> <li>• I know who the Picts and Scots were and that they have lived unconquered in Britain since the Mesolithic era.</li> <li>• I can explain some of the features of daily life for the Anglo-Saxons, Picts &amp; Scots.</li> <li>• I can write my name using the Ogham alphabet.</li> </ul>		

- I can explain how Christianity came to Britain.
- I can explain how the Mayan ruins were discovered.
- I know the Mayans were organised into city states that were controlled by absolute monarchs.
- I can explain the roles and status of different types of people in Mayan society.
- I can describe Mayan religious beliefs, including the need for blood sacrifices.
- I can describe the Mayan number and writing systems and the Mayan calendar.

**Chronological Understanding**

- I can explain the difference between AD years and BC years.
- I can place the earliest civilisations on a timeline.
- I can place the Anglo-Saxons on a timeline.
- I know that they Anglo-Saxons lived in Britain after the collapse of the Roman Empire.
- I know when Christianity came to Britain.
- I know when the Mayan civilisation was.
- I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.

**Vocabulary**

Ancient Sumer	Sutton Hoo	Aztec
Indus Valley	Anglo-Saxons	Conquistador
Minoan	Picts	Colony
Ancient Greece	Scots	Maya
Ancient Egypt	Conquer	Constitutional Monarchy
Shang Dynasty	Pagan	Democracy
Phoenician		City State
Ancient Rome		Absolute monarchy