

## Year 4: Autumn - Ancient Maya

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)</li> <li>Egyptians built pyramids to <u>honour</u> the pharaoh (half man half god) (Y3 Spr)</li> <li>Egyptians used phonetic, conceptual and pictorial hieroglyphics to share stories with future generations (Y3 Spr)</li> <li>A city-state is a city and the surrounding land that has its own government and identity (Y3 Sum)</li> <li>Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta (Y3 Sum)</li> <li>Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>Ancient Greeks used skills in architecture to build temples to <u>honour</u> their gods. Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum)</li> <li>The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Maya</b> civilisation flourished in <b>Mesoamerica</b> from 250 to 800. It declined after that, but descendants of the Maya live in Central America today</li> <li>The Maya lived in <b>city-states</b> ruled by <b>kings</b></li> <li>The relationships between city-states in Maya civilisation were different to those in Ancient Greece</li> <li>Maya worshipped multiple gods who were each responsible for something</li> <li>Ancient Maya <b>sacrificed</b> animals and sometimes humans to <u>honour</u> gods</li> <li>Maya built <b>step-pyramids</b> and temples to <u>honour</u> gods</li> <li>Maya cities had a plaza, temples, a ball court and sometimes an observatory</li> <li>Ancient Maya developed a number system and developed the concept of zero</li> <li>The Ancient Maya developed hieroglyphics, like the Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>The Maya resisted Spanish conquest but were eventually defeated in 1697. Even after that, the Maya fought to maintain their culture, language, and traditions – which still survive in descendants of the Maya today (Y5 Sum)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li><b>Mathematics:</b> Compare and order numbers up to 1000 (Y3)</li> <li><b>Chronology:</b> Use vocabulary like now, before now, a long time before now to describe periods in time (Y1)</li> <li><b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline (Y1)</li> </ul>	<ul style="list-style-type: none"> <li><b>[Mathematics]:</b> Number system over time has developed to include zero</li> <li><b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000)</li> <li><b>Chronology:</b> Place dates [AD only] on a timeline</li> <li><b>Similarity &amp; difference:</b> Historians can consider the similarities and differences between people in two different civilisations from the past</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 Aut)</li> <li><b>Similarity &amp; difference:</b> Historians should <u>recognise</u> the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> </ul>
VCs	<ul style="list-style-type: none"> <li><b>Quest for knowledge:</b> People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Aut)</li> </ul>	<ul style="list-style-type: none"> <li><b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently</li> </ul>	<ul style="list-style-type: none"> <li><b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents. Different civilisations place different values on knowledge and scientific development than others (Y4 Spr)</li> </ul>

Year4: Spring - Early Islamic Civilisation

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> The capital city of England is London (Y1)</li> <li>• <b>Science:</b> We see when light enters our eyes (Y3)</li> <li>• An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>• Ancient Egypt was an empire, led by a pharaoh (Y3 Spr)</li> <li>• A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</li> <li>• <b>Science:</b> The digestive system is the group of organs that help your body digest food (Y4)</li> <li>• <b>Science:</b> Role of the stomach and the small intestine (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Early Islamic Civilisation</b> began with the founding of Islam by the <b>Prophet Muhammad</b> in 610</li> <li>• The Early Islamic Civilisation was an <b>empire</b>, led by the <b>caliph</b>.</li> <li>• The Early Islamic Empire stretched across Eastern Europe, Northern Africa and Western Asia</li> <li>• The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries</li> <li>• <b>Baghdad</b> was founded in 762 and became the <b>capital city</b>, and it was strategically designed</li> <li>• Knowledge and wisdom is central to Islam, and the <b>House of Wisdom</b> brought together the knowledge of many civilisations and welcomed scholars of all backgrounds</li> <li>• Education for children was also considered important and schools were established in communities, for example in mosques</li> <li>• Early Muslim doctors and surgeons introduced key principles of <b>medicine</b> including <b>holistic</b> treatments, free <b>hospitals</b> and learning from each other</li> <li>• Early Muslim doctors used a range of treatments that are still used in some way today.</li> <li>• It was an early Islamic mathematician (Al Khwarizmi) who introduced the numbers 0-9 into Europe</li> <li>• It was an early Islamic scientist (Ibn Al Haytham) who proved that humans see when light enters eye</li> <li>• In 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost</li> </ul>	<ul style="list-style-type: none"> <li>• We only know about many of the (Greek and) Roman writings and developments because they were preserved and translated by scholars in Baghdad (Y5 <u>Aut</u>)</li> <li>• The Early Islamic Empire was around at the same time as the Anglo-Saxons and Vikings in England, but the two civilisations looked very different (Y6)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Mathematics:</b> Compare and order numbers up to 1000 (Y3)</li> <li>• <b>Geography:</b> Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3)</li> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3 Sum)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 <u>Aut</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied</li> <li>• <b>Historical evidence:</b> Political maps have changed over time</li> <li>• <b>Chronology:</b> Convert between a year and a century</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5 Sum)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5 <u>Aut</u>)</li> </ul>

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
VCs	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3 Sum)</li> <li>• <b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people (Y3 <u>Spr</u>)</li> <li>• <b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently (Y4 <u>Aut</u>)</li> <li>• <b>Community &amp; family:</b> In communities in history, different people often had very defined roles (Y3 <u>Aut</u>)</li> <li>• <b>Community &amp; family:</b> There are many factors which can cause communities to change over time (Y3 <u>Sut</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Empires grow and shrink as the power of its leader changes.</li> <li>• <b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents</li> <li>• <b>Quest for knowledge:</b> Sometimes a political leader is also a religious leader</li> <li>• <b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others</li> <li>• <b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity</li> <li>• <b>Community &amp; family:</b> Trade can impact what a community looks like</li> <li>• <b>Community &amp; family:</b> At some points in history the education of children has been highly valued</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5 Sum)</li> <li>• <b>Community &amp; family:</b> At some points in history children have been expected to contribute to daily life in their community (Y6)</li> </ul>

Year 4: Summer - Local History

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• [One aspect of the history of the local area; varies by school (Y2 <a href="#">Aut</a>)]</li> </ul> <p>Year 4 teachers should liaise with their history lead and/or Year 2 teacher to ensure that there is no accidental duplication.</p>	<ul style="list-style-type: none"> <li>• [History of local area; varies by school]</li> </ul>	<ul style="list-style-type: none"> <li>• A local history study, to consider the locality across different periods, including case studies of people, such as individuals like soldiers, suffragettes, or places, like a cathedral, castle, battlefield. (KS3)</li> </ul>
Disciplinary and procedural	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians choose to study people or events in the past because they resulted in change (Y1)</li> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2)</li> <li>• <b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 <a href="#">Spr</a>)</li> <li>• <b>Similarity &amp; difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3 Sum)</li> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2)</li> <li>• <b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 <a href="#">Spr</a>)</li> <li>• <b>Chronology:</b> Place a small selection of sources in order, from most to least recent (Y2)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3 Sum)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 <a href="#">Aut</a>)</li> <li>• <b>Chronology:</b> Place dates [AD only] on a timeline (Y4 <a href="#">Aut</a>)</li> <li>• <b>Chronology:</b> Convert between a year and a century (Y4 <a href="#">Spr</a>)</li> <li>• <b>Geography:</b> Use a range of map types, including photographs of areas in plan/oblique view, and OS maps (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Local history archives can be an invaluable source of information for historians</li> <li>• <b>Change &amp; continuity:</b> The impact of larger-scale changes can be seen in [my local area]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (KS3)</li> <li>• <b>Historical evidence:</b> Sources do not provide an objective account of what happened in history (KS3)</li> <li>• <b>Historical evidence:</b> Begin by asking: who did the author intend it for (audience)? why was it made? To help think about the purpose of it.</li> <li>• <b>Historical evidence:</b> Evidence needs to be understood in its context (KS3)</li> <li>• <b>Historical evidence:</b> Inferences are drawn from a range of evidence to create interpretations of the past (KS3)</li> </ul>
VCs			