



Jerry Clay Academy
Subject Unit Overview

Subject: History **Year Group:** Year 4 **Term:** Spring Term 1
Main strands within this History unit

Government	<ul style="list-style-type: none">• To explain what is meant by the government.• Understanding the role of this at specific time periods.• Understanding and explaining the impact this has on society today, particularly focusing on British history.• Identifying and explaining the impact of significant people within the government at different time periods.
Religion	<ul style="list-style-type: none">• To understand what is meant by religion.• To understand how religion has affected historical events.• To identify changes to religions throughout history and the reasons behind these changes.• To explain the impact religion has on society today (particularly focusing on British history).
Communication	<ul style="list-style-type: none">• To explain what is meant by communication.• To compare different types of communication within historical events.• To identify how communication has changed and the reasons behind these changes.• To explain the impact changes to communication have had on society today (particularly focusing on British history).
Chronology	<ul style="list-style-type: none">• To explain what is meant by chronology.• Identifying when significant time periods arose.• Ordering and comparing significant events with other historical events on the timeline.• Using timelines to demonstrate knowledge before and after AD.• Explaining the impact of when significant events arose and how they have developed over time until today (focusing particularly on British history).
Causation	<ul style="list-style-type: none">• To explain what is meant by causation.• To understand what the outcome was that arose from causation.• To explain the impact causation has on the outcome.• To explain the impact causation has on society today (particularly focusing on British history).



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Core Learning of This Unit:

- **To develop awareness of the early civilisations (Indus Valley) and non-European societies (Mayan) which have impacted British history and society today.**
- To develop chronological knowledge surrounding British, local and world History
- To identify changes, contrasts and trends over time and identify similarities and difference between time eras.
- To construct informed responses that involve thoughtful selection and organisation of relevant Historical information.

Prior Learning:

- Children have developed their inquisitive skills to ask and answer questions about Historical events and significant people.
- Children have used a variety of different resources to find out information about Historical events and significant people.

National Curriculum Statements:

- To learn about a non-European society that provides contrasts with British History – Mayan Civilisation
- To learn about the achievements of early civilisations, where an when they were – Indus Valley

Key Vocabulary:

Indus valley- one of the largest Bronze age civilisations

Merchants- a buyer and seller of goods for profit

Civilisation- a community of people with their own way of life

Monuments- something built in memory of a person or event

Citadel- a fortress that sits high above a city

Harappa culture - Indus valley civilisations

Sewage system- waste created when we go to the toilet

Significant People



K'inich Janaab Pakal

K'inich Janaab Pakal is one of the most famous Maya rulers was **K'inich Janaab Pakal**, whom we know today as '**Pakal the Great**'. He was king of Palenque for 68 years, longer than any other ruler in the Ancient Maya world!