



Subject: History

Year Group: Year 4

Term: Spring 2

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.
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).
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).
Democracy	<ul style="list-style-type: none">• To explain what is meant by democracy.• To recognise how democracy has changed and the impact this has had on society today.• To compare and contrast different types of democracy.• To understand where democracy can be used in different scenarios.• To explain the impact democracy has on society today (particularly focusing on British history).



Jerry Clay Academy
Subject Unit Overview

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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



Sir John Hubert Marshall

Sir John Hubert Marshall was the Director-General of the Archaeological Survey of India from 1902 to 1928. He oversaw the excavations of Harappa and Mohenjodaro, two of the main cities that comprise the Indus Valley Civilization.