

INVENTORS AND CREATORS

Year 4 Humanities Medium Term Plan

2020-21



Autumn 1 - Stone, Bronze and Iron Age						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7 REMOVED FOR TRANSITION
LO – To find out about the Stone Age.	LO – To find out about the Bronze Age (ensure referral to Stone Age).	LO – To find out about the Iron Age (ensure referral to others).	LO – To evaluate Stone/bronze/iron age inventions.	LO – To evaluate Stone/bronze/iron age inventions.	To describe similarities and differences between the Stone, Bronze and Iron Age.	
National Curriculum Objectives Geography, History		- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Changes in Britain from the Stone Age to the Iron Age				
Skills Geography, History		- Begin to identify significant places and environments. - Use map sites on internet - Use junior atlases - Locate places on large scale maps (eg. find UK or India on globe) Follow a route on a map accurately. - Ask and respond to questions and offer their own ideas. - Describe similarities and differences between people, events and artefacts studied. - Use evidence to describe what was important to people from the past. - Develop a broad understanding of ancient civilisations. - Understand that a timeline can be divided into BC and AD. - Begin to evaluate the usefulness of different sources. - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Place events from period studied on a timeline. - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic building, visits to museum or galleries and visits to sites to collect evidence about the past. - Make comparisons between different times in the past.				
Example Resources		- BBC Ancient Voices Videos - https://www.bbc.co.uk/programmes/b05n8l6n/clips - BBC The Story of Britain New Stone Age video – https://www.bbc.co.uk/programmes/p01zfxgg - Life as an Iron Age Girl - http://www.dyfedarchaeology.org.uk/lostlandscapes/ediron.html - Suggested text - Ug the Stone Age boy				

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Autumn 2 - Ancient Civilisations						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7 REMOVED FOR CHRISTMAS PREP
LO – To explore who the Sumerians were. Include key inventions and geography of area.	LO - To explore the Indus Valley. Include key inventions and geography of area.	LO - To explore the Shang Dynasty. Include key inventions and geography of area. (Link to Bronze age weapons)	LO - To explore the Maya Civilisations. Include key inventions and geography of area.	LO - To explore the Golden Age of Islam. Include key inventions and geography of area.	LO – To plot the Ancient Civilisations on a World Map and compare them against each other – focusing on inventions.	
National Curriculum Objectives Geography, History		- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.				
Skills Geography, History		- Begin to identify significant places and environments. - Use map sites on internet - Use junior atlases - Locate places on large scale maps (eg. Find UK or India on globe) Follow a route on a map accurately. - Ask and respond to questions and offer their own ideas. - Describe similarities and differences between people, events and artefacts studied. - Use evidence to describe what was important to people from the past. - Develop a broad understanding of ancient civilisations. - Understand how some cultures occurred concurrently in different locations - Understand that a timeline can be divided into BC and AD. - Begin to evaluate the usefulness of different sources. - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Place events from period studied on a timeline. - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic building, visits to museum or galleries and visits to sites to collect evidence about the past - Make comparisons between different times in the past.				

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	To questions and offer their own ideas.
Example Resources	- Resources on teaching ancient civilisations (Greece, Rome, Egypt, Sumer and Mesopotamia, Shang Dynasty, Indus and Persia - https://www.history.org.uk/primary/categories/ancient-civilisations - Maps and resources for the teaching of Mesopotamia - https://mesopotamia.mrdonn.org/geography.html - Videos on Ancient Civilisations BBC - https://www.bbc.co.uk/teach/class-clips-video/history-ks2-lost-lands/zfp6gwx - Cuneiform (Sumerian writing) information and images - https://www.ancient.eu/cuneiform/ - Indus Valley BBC - https://www.bbc.co.uk/bitesize/topics/zxn3r82 - Maya Civilisations BBC - https://www.bbc.co.uk/bitesize/topics/zq6svcw - Maya and Baghdad BBC videos - https://www.bbc.co.uk/teach/class-clips-video/ks2-ks3-history-of-early-civilisations/zvm647h - Interactive map of Mesopotamia - http://www.classzone.com/webquest/AC_interactives/AC_02/mesopotamia/AC_03_079_mesopotamia.html - Suggested text – The Humans: Ancient Civilisations and astonishing things they taught us by Jonny Marx

Spring 1 - Egyptians						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To explore who the Egyptians were. Include key inventions and geography of area.	LO – To put key dates of Ancient Egypt on a timeline. Make a human timeline with children's own A4 timeline drawings.	LO – To locate Egypt using a World Map and locate key Egyptian sites using aerial maps and putting on grid coordinates (A, B, C).	LO – To use aerial photographs to create your own map of Egypt.	LO – To explain differences between rich and poor Egyptians. How did they live? Compare and contrast activity.	LO – To describe everyday life in Ancient Egypt. Look at how the River Nile was used during this time; farming; jobs and religion.	X
National Curriculum Objectives Geography, History		- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.				

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Skills Geography History	- To identify points on the maps A, B and C. - Extend to satellite images, aerial photographs. - Use junior atlases. - Locate places on large scale maps (eg. find UK or India on globe) Follow a route on a map accurately. - Ask and respond to questions and offer their own ideas. - Choose relevant material to present a picture of one aspect of life in time past. - Use evidence to show how the lives of rich and poor people from the past differed. - Begin to evaluate the usefulness of different sources. - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Place events from period studied on a timeline. - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic building, visits to museum or galleries and visits to sites to collect evidence about the past. - Make comparisons between different times in the past.
Example Resources	10 facts about Ancient Egypt - https://www.natgeokids.com/uk/discover/history/egypt/ten-facts-about-ancient-egypt/ - Lots of resources for ancient Egypt - https://www.ducksters.com/history/ancient_egypt.php or http://www.primaryhomeworkhelp.co.uk/Egypt.html - Maps of Egypt - https://www.ancient-egypt-online.com/ancient-egypt-maps.html or http://www.merrittcartographic.co.uk/ancient_egypt.html - Maps of Egypt over time - https://www.egypttoursportal.com/egypt-map/ - Aerial photographs of Pyramids - http://www.gizapyramids.org/static/html/air.jsp - BBC lesson guides and class clips - https://www.bbc.co.uk/bitesize/topics/zg87xnb - Suggested Text – Usbourne See Inside Egypt by Rob Lloyd Jones

Spring 2 - The Greeks						
Week 1	Week 2	Week 3	Week 4	Week 5	X	X
LO – To explore who the Greeks were. Include key inventions and geography of area.	LO – To research significant events/people and children to create own A4 posters to show timeline. To put these in order creating a timeline.	LO – To look at map of Ancient Greece. Locate the ancient cities. What were they called? (Athens, Sparta, Corinth, Delphi) Which were the two	LO – To plot a route from Athens to Sparta and vice versa (modern day road map). How would people have travelled from one place to another	LO – To imagine you are standing on the top of Mount Olympus. Sketch a drawing of a city viewed from above. What kinds	X	X

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		most powerful? (How do you know?)	Think about terrain, transport etc.	of buildings would be below?		
National Curriculum Objectives Geography History		- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - Ancient Greece – a study of Greek life and achievements and their influence on the western world				
Skills Geography History		- Draw a sketch map from a high view point. - Match boundaries (Eg. find some boundary of a country on different scale maps) - Begin to use 8 compass points - Use letter/no. coordinates to locate features on a map confidently - Use 4 compass points well - Use junior atlases - Locate places on large scale maps (eg. find UK or India on globe) Follow a route on a map accurately. - Ask and respond to questions and offer their own ideas. - Use terms related to the period and begin to date events. - Use the library, e-learning for research - Begin to evaluate the usefulness of different sources. - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Place events from period studied on a timeline. - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic building, visits to museum or galleries and visits to sites to collect evidence about the past. - Make comparisons between different times in the past.				
Example Resources		- Lots of resources and information on the Greeks - http://www.primaryhomeworkhelp.co.uk/Greece.html - BBC unit on Ancient Greece – inc videos, maps and interactive resources - https://www.bbc.co.uk/bitesize/topics/z87tn39 - Information for kids on Ancient Greece - https://www.mysteriesintime.co.uk/ancient-greece-for-kids - Maps of Ancient Greece - https://ancient-greece.org/map.html or https://www.thoughtco.com/maps-of-ancient-greece-4122979 or https://nsms6thgradesocialstudies.weebly.com/maps-of-ancient-greece.html				

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	- Ancient Athens Map - https://www.alamy.com/stock-photo/ancient-athens-map.html - Map of route from Athens to Sparta - https://britishspartathlonteam.org/spartathlon/crew-faq/ - Suggested text – Treasury of Greek Mythology by Donna Jo Napoli
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Summer Term - Victorian Inventions						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To recap continents and names of oceans (recap what you have learnt so far and add these to map).	LO – To research the Victorian Era.	LO – To create a timeline of inventions during the Victorian Era.	LO – To know why steam engines are historically significant.	LO – To explain why the rail network in Britain grew over time.	LO – To understand the positive and negative impact of the railways on society.	X
Week 1	Week 2	Week 3	Week 4	WEEK 5 & 6 REMOVED FOR TRANSITION AND END OF YEAR PREP		X
LO – To explore significant people during the Victorian Era – including inventors.						X
National Curriculum Objectives Geography History		• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.				
Skills Geography History		• Begin to identify significant places and environments • Use junior atlases.				

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	• Use map sites on internet • Draw a sketch map from a high viewpoint. • Collect and record evidence with some aid • Investigate places and themes at more than one scale • Place events from period studied on a timeline. • Describe the main changes in a period in history. • Describe how some of the things studied from the past affect/influence life today. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Choose relevant material to present a picture of one aspect of life in time past • Use the library, e-learning for research • Ask questions and find answers about the past. • Begin to evaluate the usefulness of different sources.
Example Resources	• Timeline of Victorian Inventions - http://www.primaryhomeworkhelp.co.uk/victorians/inventiotimeline.html • Information about select few of Victorian Inventions - https://victorianchildren.org/victorian-inventions/ or https://interestingengineering.com/here-are-some-of-the-most-important-victorian-era-inventions or https://interestingengineering.com/27-inventions-of-the-industrial-revolution-that-changed-the-world • Some videos and ideas for trips relating to Victorian Era - https://www.english-heritage.org.uk/ingenious/victorian-ingenuity/ • 10 Victorian inventions that we use today - https://www.littlethings.com/victorian-inventions/ • School Radio on Crystal Palace, the telephone and phonograph - https://www.bbc.co.uk/teach/school-radio/history-victorians-inventions/zbq78xs • Information on Florence Nightingale - http://www.geniq.net/res/FlorenceNightingalePassionateStatistician.html • Information and additional links for Marie Curie - https://www.mariecurie.org.uk/who/our-history/marie-curie-the-scientist or https://www.nobelprize.org/prizes/physics/1903/marie-curie/biographical/ • Information and images of Amelia Earhart - https://www.britannica.com/biography/Amelia-Earhart or https://www.biography.com/explorer/amelia- • BBC guide on the Industrial Revolution - https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/8 • BBC Clips - https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd • Info and resources for Victoria Era - https://www.theschoolrun.com/homework-help/victorian-era • Suggested Text - The Cogheart Adventures by Peter Bunzl



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