	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4		**What were the lives of Mayan people like and what were their beliefs?**	**How did the Industrial revolution change Britain?**		**What was life like for an Ancient Egyptian worker?**	**How did beliefs about the afterlife influence life in Ancient Egypt?**
Topic		**Mayans**	**Dickensian Times**		**The Egyptians**	**The Egyptians**
Retrieval		*What was the Roman numeral system?* *-The Roman numeral system used letters to represent numbers. For example, I = 1, V = 5, X = 10, L = 50, C = 100, D = 500 and M = 1,000.*	*Who was Queen Victoria? (Y1)* *Queen Victoria was one of Britain's most famous queens. She became the ruler at just 18 years old and sat on the throne for over 63 years. Her time in charge is called the* Victorian era*. It was a time of huge changes, with inventions like steam trains and telephones.*		*What were the key events in Britain from the Stone Age to the Iron Age?* *Stone Age to Iron Age for events in Britain during this time period* *-3000BC Stonehenge* *-3000BC Bronze Age* *-800AD Iron Age* *-From 400BC Rise of the Romans*	*What were the key events in the Ancient Egyptian times?* *-pyramid building* *-burial rituals* *-River Nile* *-Pharaohs*
Chronology		**Substantive Knowledge:** Understand the timeline of the Mayan civilization (250AD–1697AD) **Disciplinary Knowledge:** Place the Mayan civilization on a timeline and compare with European historical events that were happening at the same time: Romans leaving Britain (400 AD)	**Substantive Knowledge:** Know key dates of Victorian period: Dickens' life (1812–1870AD), Stephenson's Rocket 1829, Queen Victoria 1837, Industrial Revolution up to 1840. **Disciplinary Knowledge:** Place Dickens' life and industrial developments on a timeline, linking to prior knowledge of Victorian times.		**Substantive Knowledge:** Know major events of Ancient Egypt (first Pharaoh, building pyramids, control by Alexander the Great, Cleopatra, Roman Empire). **Disciplinary Knowledge:** Place Ancient Egyptian civilization on a timeline relative to other civilizations previously studied.	**Substantive Knowledge:** Know the life of Tutankhamun, his burial and the discovery of his tomb in 1922 **Disciplinary Knowledge:** Sequence key Egyptian burial and afterlife practices on a timeline and compare continuity with earlier Egyptian practices.

		Henry VIII becomes king (1509 AD) The Great Fire of London (1666 AD).				
People, events and significance		**Substantive Knowledge:** Know that the Mayans lived in Central America, developed advanced agricultural systems based on maize, squash and beans and adapted farming to their environment. Know about Mayan ruins like Chichen Itza and Mayan writing (codex and artefacts). Know their religious beliefs, including creation myths, gods such as Xel and Kukulkan, the underworld and rituals including sacrifice. Know the Mayan number system and the importance of the ball game/Eternal Twins. **Disciplinary Knowledge:** Explain the significance of Mayan religious beliefs,	**Substantive Knowledge:** Know key figures such as Stephenson and Brunel, child workers, growth of cities, industrial inventions, railways **Disciplinary Knowledge:** Explain why Stephenson and Brunel were significant in shaping British society during the Industrial Revolution		**Substantive Knowledge:** Know life of Egyptian workers, farming by the Nile, building pyramids, roles of Pharaohs, daily life, tools, clothing. **Disciplinary Knowledge:** Explain why Pharaohs and workers were important to Egyptian society.	**Substantive Knowledge:** Know beliefs about afterlife, process of embalming, mummification, Shabti and Canopic jars, tombs, Tutankhamun and Howard Carter. **Disciplinary Knowledge:** Explain how Egyptian beliefs about the afterlife influenced their daily life and burial practices.

		monuments and numeracy in daily life. Compare Mayan life to European societies of the same period.				
Change and continuity		**Substantive Knowledge:** Know that Mayan culture evolved over time in response to geography and resources. Know that rituals and agriculture remained central to society. **Disciplinary Knowledge:** Compare Mayan lifestyle across time and discuss which aspects remained constant and which changed.	**Substantive Knowledge:** Know that Britain changed from agricultural to industrial society, but some social hierarchies persisted. **Disciplinary Knowledge:** Compare life before and after Industrial Revolution.		**Substantive Knowledge:** Know Egyptian society continued farming along the Nile over centuries, but construction and tools developed over time. **Disciplinary Knowledge:** Compare daily life of workers in early vs. later Egyptian periods.	**Substantive Knowledge:** Know Egyptian beliefs about afterlife were consistent over time, even as burial methods evolved. **Disciplinary Knowledge:** Compare early and later burial practices and afterlife beliefs.
Cause and consequence		**Substantive Knowledge:** Know that religious beliefs influenced daily life, farming, architecture and social structures. **Disciplinary Knowledge:** Explain how Mayan beliefs and environmental factors caused cultural practices and societal developments.	**Substantive Knowledge:** Know that steam power and railways drove urban growth and child labour. **Disciplinary Knowledge:** Explain how inventions caused social and economic changes.		**Substantive Knowledge:** Know that Nile flooding supported Egyptian agriculture; pyramid building required organised labour. **Disciplinary Knowledge:** Explain how natural and political factors shaped Egyptian society.	**Substantive Knowledge:** Know that belief in afterlife caused mummification, tomb building and rituals. **Disciplinary Knowledge:** Explain consequences of afterlife beliefs on architecture and daily life.

Contextual Vocabulary		Agriculture resistance Empire Invasion King Queen Migration Religion sacrifice settlement colony	King/Queen Kingdom Empire Nation Trade Agriculture		King/Queen Kingdom Empire Nation invasion resistance settlement agriculture religion	King/Queen Kingdom Empire Nation religion
Topic Vocabulary		Cenote pyramid ball game, Maya, Mayan, Caribbean, rainforest, tribes, maize, squash, beans	Industry, invention, engineering, architecture, society		Nile, irrigation, fertile soil, scribe, merchant, servant, priest, Pharaoh, labourer, pyramid, society	hieroglyphics mummification, amulet, embalming, natron, resin, sarcophagus, shabti, Tomb, Tutankhamun, Hall of Two Truths, afterlife
Lesson sequence and coverage		1. Introduction to Mayans and compare timeline to European events. 2. Study Mayan lifestyle, farming, food and geographical location. 3. Mayan ruins and religious beliefs, Gods and underworld 4. Eternal Twins and Ball game Supporting opportunities in Art, DT, Drama, music to reinforce learning	1. Place Industrial Revolution on timeline 2. Study key figures & inventions 3. Railways and steam 4. The impact of urban growth e.g. child workers Supporting opportunities in Art, DT, Drama, music to reinforce learning		1. Timeline of Ancient Egypt 2. Farming & Nile 3. Pyramid construction 4. Daily life of workers – merchants, priests, scribes 5. Pharaohs Supporting opportunities in Art, DT, Drama, music to reinforce learning	1. Mummification & tombs 2. Shabti & Canopic jars 3. Afterlife beliefs 4. Tutankhamun & discovery 5. Religious influence on daily life Supporting opportunities in Art, DT, Drama, music to reinforce learning
NC Links		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the	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, The Mayans	compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - A significant turning point in British history, for example, the first railways or the Battle of Britain		following: Ancient Sumer; The Indus Valley Ancient Egypt; The Shang Dynasty of Ancient China	following: Ancient Sumer; The Indus Valley Ancient Egypt; The Shang Dynasty of Ancient China
Builds on to		Ancient Egypt Year 4 Term 5 and 6 Ancient Egyptian way of life and beliefs	Impact of Dickens Yr 6 How the writings of Charles Dickens showed the injustices the poor and children faced in Victorian times and how this led to change		Ancient Egypt Year 4 Term 6 How beliefs in Ancient Egyptian life	Ancient Greece Yr 5 Children learn about another ancient time period to compare Democracy, beliefs, significant people and how they have impacted modern life
Progression in KS 2 - Year 4	• Some grasp of more complex time terms such as ancient, modern. • Detecting continuity. • Producing timelines. • Sequencing seven or eight objects. • Linking cause and effect. • Offering a reasonable explanation for some events. • Asking a variety of questions. • Simple deductions and inferences.					

	• Arranging and expressing information in short paragraphs. • Making some comparisons across events and periods. • Simple evaluation of some evidence. • Reading and comprehending a range of sources.