

NC Requirements for History	Knowledge	Skills
<p>a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>	<p>Link to Y2-Kings, Queens and Castles Link to Y6-Crime and Punishment</p> <p><b>History vocabulary</b> Chronological, BC/BCE AD/CE era, time period, similarities, differences, evidence – primary or secondary, sources, ancient, modern, archaeology, archaeologist, contrast, trends over time, influence, significant, impact.</p> <p><b>General vocabulary</b> – process of change, societies, slave, citizen, dynasties, relationship, identity, challenges, influence, reveal, technology, climate, travel, trade, art and culture, overview, connections, regional, national and international, constructed, architecture, religion, worship, sacrifice, beliefs, temples, inventions, peace, power, laws, justice, medicine, myths, legends, education, prosperity, wealth.</p> <p><b>Topic specific</b> - achievements, civilisations, irrigation, society</p> <p>Europeans first discovered the Americas in 1492 when Christopher Columbus first sailed from Europe to America. He returned with tales of a rich and vast land filled with gold and other precious materials. <a href="#">(Link to Y2)</a> After that, many other Europeans sailed to America in search of gold and glory. They met lots of native people. The Europeans thought they were savages and battled to take over their lands.</p> <p>In 1519, a group of Spanish explorers, led by a man called Hernan Cortes, sailed to Mexico. There they met a people called the Aztecs. The Spanish explorers (known as the conquistadors) fought to take over the Aztec lands and after two years they succeeded. The Aztecs were defeated and Mexico became a Spanish colony.</p> <p>Once the conquistadors had conquered the Aztecs, they went on to explore the rest of Mesoamerica. Mesoamerica is the land in between North and South America. They travelled through Mesoamerica. Some of the land was mountainous and rugged. Some was dense and humid rainforest. On their way, they came across many native people that they had to defeat before moving on. The conquistadors thought the native people were savages who were not as advanced or as civilised as the Europeans. The Spanish believed they had more right to the land than the natives who had lived there for thousands of years.</p> <p>Then one day, deep in the wild rainforest, the conquistadors came across something that amazed them. They discovered whole abandoned cities with strange pyramids and other buildings in the middle of the rainforest</p> <p>It wasn't until about 150 years later that more Europeans and North Americans explored these ruins further. They found many more sites and started to understand more about the people who lived there.</p> <p>Archaeologists started to explore the ruins and found a lot of information about the Maya. They knew that the Maya had temples for worship and palaces for kings.</p> <p>A famous Mayan temple is called El Castillo in the Mayan city of Chichen Itza. It was a temple built to worship a god called Kukulkan.</p>	<p><b>Skills vocabulary</b></p> <p>Interpretation</p> <p>Facts /opinions</p> <p>Evidence</p> <p>Chronology</p> <p>Constructing a timeline</p> <p>Ordering</p> <p>Artefacts</p> <p>Research</p> <p>Enquiry</p> <p>Comparison</p> <p>Reliability</p> <p>Continuity</p> <p>Significance</p> <p>Discussion</p> <p>Argument</p> <p>Reasoning</p> <p>Frame historically valid</p> <p>Draw contrasts</p> <p>Analyse trends</p>

## SPRING TERM YEAR 4

	<p>They found that the Maya had their own writing system. This system used hieroglyphs to represent words of sounds. People called epigraphers studied the hieroglyphs until they understood what they meant. Studying Mayan writing on walls, stone and other artefacts helps us find out about the Maya.</p> <p><b>Timeline</b></p> <p>5000BC – 2000BC Hunter-gatherers lived in the rainforests and volcanic mountains</p> <p>2000BC – 1000BC People begin to farm and settle in small villages. People copy the crafts of the Olmec people, including making pottery and carving with jade. Basic trade is developed.</p> <p>900BC Farmers begin to use irrigation systems to help their plants to grow. This means larger settlements can form.</p> <p>300 BC The first cities begin to develop and the Mayan population grows rapidly</p> <p>292BC The first known Mayan writing is produced</p> <p>50BC The first temple is built in Cerros</p> <p>250AD The Maya begin their most powerful era. Astronomy, mathematics and architecture are all developing.</p> <p>300AD The Maya adopt the idea of a monarchy and are now ruled by kings.</p> <p>500AD-800AD Major cities develop and thrive, such as Tikal, Palenque, Uxmal and Copan. Fine temples and palaces are built and art, culture and religion all reach their peak.</p> <p>800-900AD The major cities begin to decline and are eventually abandoned</p> <p><u>How Mayan Society was Run</u></p> <p>Mayan society was organised into city states. Each city had its own king who was in complete control over his subjects. The king had nobles to help him control and run the city state. This type of society is known as an absolute monarchy. Each city state had its own king. City states would trade with each other but would also go to war frequently to try to gain power, wealth and glory for their city state.</p> <p>Mayan society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were</p> <p>King Nobles and priests Palace officials Merchants and craftsmen Farmers Labourers Slaves</p> <p>Mayan kings were the most important people in the city state. They lived in fine palaces, ate the best foods, wore the best clothes and did all they could to show their wealth and importance. The Maya believed that kings were chosen by the gods. This meant that the king's orders and wishes always had to be obeyed</p> <p>The nobles and priests were very important in Mayan society. It was these people who were educated and were the scribes and astrologers. They were wealthy and lived in grand houses. Palace officials were important people too. They were in charge of the day-to-day running of the city.</p> <p>Craftsmen included anyone who had a skilled job, such as a stonemason, tailor, potter, woodcarver or jewellery maker. Merchants bought and sold goods at markets.</p>	
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	<p>Most ordinary people in Mayan society were farmers. They usually lived in small settlements outside of the city. These people lived simple lives and had little status in society. Mayan farmers grew crops such as corn, sunflower seeds and cotton.</p> <p>Labourers and slaves had little power and were the least 'important' people in society. They did all the hard manual labour that was needed to build temples and other buildings. They were poor and always had to do as they were told.</p> <p><u>Mayan Writing and Calendars</u></p> <p>The earliest Maya writing was found in Guatemala and dates to as far back as 300BC.</p> <p>The Mayan writing system has over 800 hieroglyphs or glyphs for short. Glyphs are signs that represent a word or a sound. These could represent animals, humans, gods or abstract designs.</p> <p>At first historians didn't think that the signs represented writing at all, or at least not a complete writing system. It wasn't until the 1950s that it was proved to be a language. After that, people were able to start translating the writing the Maya left behind and learn more and more about their society and culture. Maya writing was written in columns and then read in a zig-zag way.</p> <p>They Maya had a number system too. Any number could be made using only three symbols – a dot for 1, a line for 5 and a shell sign for zero.</p> <p>The Maya wrote on lots of different things, including walls, pottery and stelae (stone pillars) but they also wrote in books made of bark. Today, only four of these books (known as codices) remain.</p> <p>When Spanish missionaries came to the area in the sixteenth century, they burned each codex they could find. They believed the Maya were pagans and that their religion was against God. They wanted to erase all the evidence of the Mayan religion.</p> <p>There are four known codices left today: Grolier, Madrid, Paris and Dresden. The Paris Codex was found in Paris and contains important information about the Maya astronomical signs. It is kept at the National Library of Paris. The Dresden Codex was found in Vienna, Austria in 1759. It is the most complete of the three codices. The Grolier Codex was displayed at the Grolier Club in New York. Some historians argue that it is fake, although the fig bark paper it is written on is real. The Madrid Codex measures 22 feet in length. It is painted on both sides and contains information about religious beliefs and rituals. It is now kept in the Museo de America in Madrid. The codices that remain today tell us a lot about the Maya, but especially about their astrological knowledge. They used codices to write down their observations of the Sun, stars and moon. From this, we know that the Maya had their own calendar that was very important to them.</p> <p>The Maya had 3 separate calendars. One of these was for the solar year and had a cycle of 365 days. Another had a cycle of 260 days, with twenty periods of 13 days. The final calendar is the Long Count calendar. This was used to track longer periods of time and each cycle lasted 2,880,000 days. The Maya believed that the universe was destroyed and then created again at the end of each cycle.</p>	
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NC Requirements for Geography	Knowledge	Skills
<p>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 in North or <b>South America</b></p>	<p>Link to Y1-Seasides                      Link to Y2-Explorers                      Link to Y2-Rainforests                      Link to Y5-Space</p> <p>South America is a continent in the southern hemisphere. It is surrounded by the Pacific, Atlantic and Southern Oceans. South America has an area of 17,840,000km<sup>2</sup> and a population of around 388 million people. It is the fourth largest continent on Earth.</p> <p>It is home to the world’s largest river by volume, the Amazon River, which mainly runs through rainforest rather than towns or cities</p> <p>South America is made up of 12 countries and 2 separate territories. The Falkland Islands belong to the UK and French Guiana is part of France. The countries are Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela.</p> <p>There are lots of different languages that are spoken in South America. A lot of the main languages came to South America when it was settled by Europeans which began in the 15<sup>th</sup> century (<a href="#">link to Y2 explorers</a>)</p> <p>As well as the main languages, there are also many indigenous languages that are spoken in many areas, such as Quechua which is spoken in Bolivia, Peru and Ecuador. In Brazil alone, there are around 180 indigenous languages</p> <p><u>Climate</u></p> <p>There are several different climates in South America depending on where they are. They vary from hot, tropical climates to cold, snowy climates. Some parts of South America are on the equator. Places by the equator are the warmest places on Earth but they can be wet or dry depending on where they are. Other parts of South America are nearer the Antarctic so they are colder.</p> <p>There are different climate zones around the world. The climate zones in South America are a Warm temperate climate, a subtropical climate and a tropical climate</p> <p>This is a detailed climate map of South America</p>  <p>A large part of South America has a tropical wet climate. The rainforests of Brazil have this type of climate (which only occurs near the equator) Rainfoests have rain every day and are very hot and humid (<a href="#">link to Y2 Rainforests</a>) This type of climate is ideal for plant growth which is why the rainforests are teeming with plant life.</p>	<p>To interpret a topographical map</p>

	<p>The Atacama Desert (which is located in parts of Chile, Peru, Bolivia and Argentina) is the hottest and driest desert in the world. In parts of the Atacama Desert in Chile, rain is an extremely rare occurrence. In 1971, for example, it rained here for the first time in 400 years.</p> <p>Some countries of South America, such as Argentina, have areas with a more temperate climate. However, because they are in the southern hemisphere, their summer months are from December to February and their winter lasts from May to September. The climate in Argentina ranges from subtropical areas in the north to icy glaciers in the south.</p> <p><u>Mountains of South America</u></p> <p>The mountain range that runs down the west side of South America is called the Andes. The Andes is the longest mountain range in the world and one of the highest. It is around 4,500 miles long. The highest mountain in the Andes is Mount Aconcagua which has an elevation of 6,962m. The only mountain range in the world that is higher than the Andes is the Himalayas in Asia.</p> <p>The Andes are an important part of South American history. One of the most famous historical sites in the Andes is the Inca city of Machu Picchu which was built in the 15<sup>th</sup> century and abandoned 100 years later.</p> <p>Many of the mountains are formed from volcanoes (<a href="#">link to Y5 Volcanoes</a>)</p> <p><u>How People Live in the Andes region</u></p> <p>The Andes are used in lots of different ways by people who live in the locality. People who live in the Andes use the land for farming so they can grow crops to feed themselves and their families. Not many of the crops grown in the Andes are sold commercially.</p> <p>Because mountains are often too steep to farm, farmers form terraces on the slopes so that they can grow crops more easily. Potatoes and maize are some of the main crops that are grown.</p> <p>Many of the settlements in the Andes are difficult to reach because of the terrain. Llamas and alpacas are often used to help transport heavy goods from place to place. People use the wool from llamas to make ropes, rugs and fabric.</p> <p>The Andes also provide many valuable and useful resources such as gold, silver, gas, coal, iron ore, tin, copper and nitrates. There are many mines in the Andes where these resources are extracted. The largest gold mine in the world is called Yanacocha and is in Peru.</p> <p>The Andes are also home to many hydroelectric dams. These dams are built so that the energy from flowing water is harnessed as electricity. The energy created by these dams is used locally as well as places further afield.</p> <p>Tourism is an important part of the economy in the Andes. Many tourists visit these mountains every year, most of them to trek, hike, mountain bike or ski in the spectacular scenery.</p> <p>People also travel to the Andes to experience the history and culture. People come to the area to visit the ancient ruins of the Incas, experience the wildlife, see traditional costumes, eat traditional foods and shop at the bustling markets.</p> <p><u>Trade and Industry in South America</u></p> <p>Trade is when you swap something for something else. In geography, trade means buying and selling goods and services. This can mean trading within a village or trading with other countries across the world. There are many products that are traded across the world, such as fruits, vegetables, meat, wool, cotton, spices, mechanical and electronic goods, metals minerals, timber and other products.</p> <p>Countries trade products that they have in abundance for products that they are short of. For example, countries with tropical climates are able to grow a lot of coffee beans. Colder countries do not have the correct climate for growing coffee beans so the tropical countries export the coffee to the colder countries.</p>	
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	<p>South America’s biggest industry is agriculture. This means that a lot of the money they make comes from selling things they grow on the land. Countries like Colombia and Ecuador, for example, export a lot of bananas because they have the perfect climate for growing bananas. If you look closely at the fruits and vegetables you buy in the supermarkets, you will see that lots of them come from South American countries. Grapes, avocados, citrus fruits, peppers and many others are all exported from South American countries, such as Argentina, Chile and Peru.</p> <p>South America is famous for its coffee and countries like Colombia, Peru and Brazil produce a large proportion of the world’s coffee.</p> <p>Some parts of South America also grow, harvest and export cacao beans. It is these beans which make chocolate.</p> <p>Another product South America exports is timber, particularly from Brazil. Trees from the vast areas of forests are cut down to provide plywood, sawn lumber and decking for many other countries. Many people are concerned at the rate at which the rainforests are being cut down for lumber and strict rules are in place to protect the forests. However, illegal logging is still a big problem in Brazil.</p> <p>Another agricultural export from South America is cattle. Countries such as Uruguay produce a lot of dairy products, and Brazil and Argentina export lots of meat.</p> <p>The wine industry in Chile and Argentina is booming. The climate in these countries produces grapes that make world-class wine. Chile and Argentina are both in the top ten wine producing countries in the world.</p> <p>South America also produces lots of metal and metal ore that is exported around the world. Ecuador and Guyana, for example, extract a lot of gold. Chile is the world’s biggest copper producer and Brazil exports a lot of metal ore.</p> <p><b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</b></p> <ul style="list-style-type: none"> <li>• <b>Longitude</b> – east or west of Prime meridian, lines sometimes called meridians. Divides the earth in eastern and western hemispheres.</li> <li>• <b>Latitude</b> – north or south of the equator, measured every 20 degrees.</li> </ul>	
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NC Requirements for Science	Knowledge	Skills
<p>LIVING THINGS AND THEIR HABITATS recognise that living things can be grouped in a variety of ways</p>	<p>Link to Nursery-Living Things Link to Y1-Animals Link to Y1-Seaside Link to Y3-Animals</p> <p>Animals can be grouped in lots of different ways based upon their characteristics.</p>	<p>INVESTIGATIONS Exploring which living things live in different environments</p> <p>WORKING SCIENTIFICALLY SKILLS</p>

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<p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Vertebrates can be separated into 5 broad groups: mammals, fish, birds, reptiles, amphibians</p> <p>The vast majority of living things on the planet are invertebrates. Creatures you find around school are invertebrates such as insects, spiders, slugs, snails, worms (<a href="#">Link to Minibeasts Nursery</a>)</p> <p><a href="#">Link to South America unit by focusing on alpacas and llamas</a></p> <p>You can use a classification key to help group, identify and name a variety of living things.</p> <p>Changes to an environment can be natural or caused by humans. Changes to an environment can have positive as well as negative effects. Here are some examples of things that can change an environment.</p> <p>Natural: earthquakes, storms, floods, droughts, wildfires, the seasons (<a href="#">link to Y1</a>)</p> <p>Human-Made: deforestation, pollution, urbanisation, the introduction of new animal or plant species to an environment, creating new nature reserves</p> <p>Plants and animals rely on the environment to give them everything they need. Therefore, when habitats change, it can be very dangerous to the plants and animals that live there.</p> <p><u>Key Vocabulary</u></p> <p>Organisms: This is another word that can be used to mean 'living things'.</p> <p>Life processes: The things living things do to stay alive</p> <p>Respiration: A process where plants and animals use oxygen gas from the air to help turn their food into energy.</p> <p>Sensitivity: The way living things react to changes in their environment</p> <p>Reproduction: The process through which young are produced</p> <p>Excretion: The process by which living things get rid of waste products</p> <p>Nutrition: Food which provides living things with energy to live and stay healthy</p> <p>Habitat: The specific area or place in which particular animals or plants may live</p> <p>Environment: An environment contains many habitats and these include areas where there are both living and non-living things</p> <p>Endangered Species: A plant or animal where there are not many of their species left and scientists are concerned that the species may become extinct</p> <p>Extinct: When a species has no more members alive on the planet, it is extinct</p> <p>Classification: This is where plants and animals are placed into groups according to their similarities</p> <p>Vertebrates: Animals with a backbone</p> <p>Invertebrates: Animals without a backbone</p> <p>Specimen: A particular plant or animal that scientists study to find out about its species</p> <p>Characteristics: The distinguishing features or qualities that are specific to a species</p>	<p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>
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