



This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.

Y4 Unit Overview

Where We Are in Place and Time

In their sixth unit the year 4 students are inquiring into the central idea **“Historians use evidence to find out about past civilisations.”** During this unit they will explore the concepts of *evidence* and *civilisations*. Through this unit the students will investigate the characteristics that all civilisations have in common. They will discover different processes that historians go through to collect and analyse evidence such as interviewing, questioning and carbon 14 dating. Students will also discover that while sometimes historical evidence can be clear and factual, many times historians need to use inference to piece together the rest of the information in order to complete the story. Throughout the unit students will develop the disposition of being a **thinker** as they discover how to piece together historical information. Students will also have an opportunity to demonstrate the disposition of **appreciation** as they begin to appreciate the past and it's connection to present day. Students will continue to develop their thinking skill of **analysis** by learning how to use evidence to piece together information about the past. **Collecting data** will also be a focus for research in this unit as students discover how to gather information from a variety of sources to piece together a historical narrative.

You may wish to support your child at home in the following ways:

Developing vocabulary:



Key vocabulary used in this unit will be:

form, function, past, present, reflection, evidence, primary sources, secondary sources, evidence, future, decade, century, history, time-line, family, personal history, modern, difference, entertainment, inference, compare, contrast, Egyptian, Chinese, Vikings, Roman, Greek, warfare, roles, government, systems, societies, aqueducts, sewage, slavery, daily life, irrigation

Conceptual questions:



*This unit will be addressed through the lens of **form, function** and **reflection**. Through guided inquiry, the students will learn to use a range of resources to describe life in a past civilization as they explore the common characteristics (form) they all share (i.e. transport, work, education etc). Through the lens of function students will explore the question: What methods do historians use to analyse evidence and piece together historical narratives? The concept of reflection will be addressed through the question: When historians don't have all of the facts needed, what evidence and/or skills do they rely on to complete the story?*

Fun things to do:



You can help your child by finding non-fiction but also fiction books to read that centre around a past civilisation. Find books that show the progression of an aspect of life throughout history and talk about the connection between the past and present. Look at a map of the world and locate where various civilisations have developed and at times, fallen. Write out some dates on cards and help your child to order them. Find significant events in history and plot them on a timeline. Visit a pawn shop and try to locate an artefact from past civilisations. Visit one of the history museums and look at how evidence is presented and what stories they tell.

Look for action:



ACTION is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the unit of inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know! **Any action that you tell us about will be kept as part of your child's records.**

“Success for Every Child”





Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:

ENGLISH:

Students will continue to develop a range of reading strategies to comprehend texts. Inferring will be a focus strategy for much of this unit. Through this strategy students will learn how to look for clues in a text in order to gain more information in order to comprehend.

In writing students will have an opportunity to write for a variety of purposes including using their own research to write historical narratives. How to effectively use dialogue in a piece of written text will be a particular focus within this unit.

Students will gain new skills when viewing and presenting particularly when they visit a museum to observe how evidence of the past is represented visually and what information is presented to the audience. This information will support them in their final assessment piece when they create artefacts that help tell a historical story.

MATHS

During this unit we will be revising and consolidating key mathematical concepts already introduced and also focusing on the strands of measurement and pattern & function.

Through these two strands we will address the following outcomes:

- Read and write the time to the minute and investigate the relationship between units of time
- Convert between units of time
- Describe time and duration using am and pm
- Investigate and represent patterns using words, symbols, numbers and tables
- Identify rules for patterns to predict future terms
- Explore and describe patterns in multiplication and division facts including their inverse relationship

SCIENCE and SOCIAL STUDIES Links

Through the social studies strand 'Continuity and change through time' students will explore the following:

- The different features of a civilisation
- The different forms of historical evidence
- How people in the present can learn about people in the past
- How evidence is analysed for information

Your child will learn best of all when school and home work as a team. If you have any questions at all please do not hesitate to contact us.

