



“Success for Every Child”



## Where We are in Place and Time

*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.*

In their sixth unit, the year 4 students are inquiring into the central idea **“Learning about past civilisations helps us understand the present.”** During this unit they will explore the concepts of artefacts and civilisations. Throughout their inquiry, students will investigate the characteristics that all civilisations have in common. They will discover different types of artefacts and how they have changed over time. Using their knowledge, they will reflect on which artefacts they think we will leave behind for others to discover. Throughout the unit students will develop the disposition of being a **communicator**. Using the *self-management skill* of **time management** and *research skill* of **presenting research findings**, students will formulate questions that provoke deep thinking and can be researched. They will then present those findings to an audience using visual mediums to further develop their skills as successful and effective communicators.

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

### Developing vocabulary



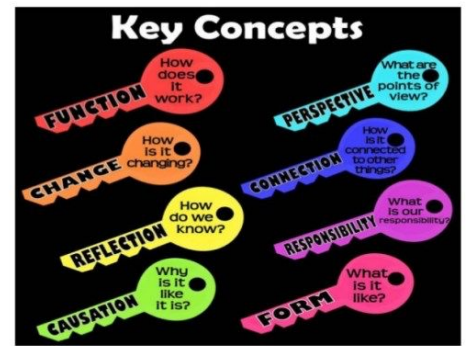
**Key vocabulary used in this unit will be:**

form, function, past, present, civilisation, society, artefact, evidence, future, decade, century, history, timeline, family, personal history, modern, difference, entertainment, inference, compare, contrast, Egyptian, Chinese, Vikings, Roman, Greek, Mayan, Aztec, warfare, ancient, roles, government, systems, aqueducts, slavery, daily life, irrigation, agriculture, language, archaeologist, hieroglyph

*Please consider using your Mother Tongue to develop your child's understanding of these words.*

## Conceptual Questions

This unit will be addressed through the lens of **form, change and connection**. Through guided inquiry, the students will learn to use a range of resources to discover the characteristics that all civilizations share (form), like government, agriculture and communication. Through the lens of change, students will explore which artefacts have changed (written communication) and which have stayed the same (ex: the wheel). They will also explore the question: What artefacts will we leave behind that tell people about our civilisation? Which artifacts will become obsolete? (connection)



## Fun things to do together



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 one of the local history museums and look at how evidence is presented and what stories they tell.

## Taking 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.

