Spring Term	The Mayans	YEAR 4

Prior Learning

World and British Chronology: An understanding of time periods like the Stone Age, Ancient Egypt, and Ancient Greece.
Substantive Concepts: Familiarity with vocabulary like civilisation, architecture, hierarchy, monarchy, and city-state.
Historical Enquiry Skills: The ability to analyse historical sources, identify how we know about the past, and formulate enquiry questions.
Geographical Context: Basic map reading skills, specifically identifying continents and countries, locating Central America, and understanding rainforest environments.

Vocabulary

Astronomy	The Mayans were able to predict solar eclipses and used observations and shadow-casting devices.
Calendar	These were circular and charted the movements of the sun, moon, stars and planets, with 365 days a year.
Hieroglyphs	They used about 800 symbols to create writing, often on folded pages forming a book (codex).
Kings / Queens	The King or Queen was thought to be given the right to rule by the gods. Each city had a palace for them.
Maize	The staple food of the Mayans which was so important that they even had a maize god.
Numbers	Use a base 20 system (we use base 10), they used dots and bars to create numbers and had a symbol for zero.
Pot-ta-pok	A game where a large rubber ball was aimed at stone hoops. Losers were often sacrificed to the gods.
Pyramids	Built with a temple at the top to give sacrifices to the gods, others were built for the gods themselves.
Sacrifice	Humans and animals were used as a blood offering to gods, mostly war prisoners by decapitation or heart removal.
Stelae	Stone monuments glorifying Kings and record his deeds, although early examples were of mythical scenes.

Knowledge

Mayan Dress

Commoners and slaves wore plain loincloths, but the elite added feathers, animal skins or gems. Noblemen covered their lower half with colourful garments and wore large, elaborate headdresses. Women wore skirts and tunics. Footwear was simple, usually being barefoot or sandals.



Trade



Merchants drove their human caravans along roads, down rivers and around coasts to trade with fellow Mayans and other Mesoamericans. The geography was so varied that they relied on trade to get the things they needed off each other, from maize, fish and salt to stingray spines (used for bloodletting) and valuable stones such as jade and obsidian.

What happened to the Mayans?

Around 900AD, many cities in the southern lowlands were abandoned but states in the uplands of the Yucatan peninsula continued to flourish until the arrival of the Spanish in 1502. One belief is that the Toltecs and the Aztecs took over with their own empires but later, when the Spanish arrived, they brought disease and forced them to give up their gods and become Christians.



Famous Figures

Mayan Gods



Some were in human form, others in animal but the most supreme god was Itzamna, the creator god, lord of day and night and ruler of the heavens. Many looked after the weather or crops such as Chac, the rain god and Kinich-Ahau, the sun god. Priests would perform ceremonies (including sacrifices) to please them and Kings were thought to turn into gods after they died. They believed the world was divided into three parts (heaven, Earth and the Underworld), linked together by a giant world tree.



Palenque Rulers

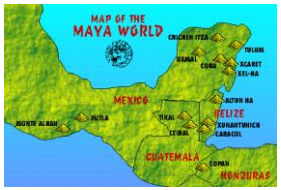


Archaeologists can name 17 rulers of the city-state of Palenque from 431-800AD. The most famous was Pakal I, also known as Pakal the Great, who ruled from 615-683AD. He began his rule at the age of 12 and constructed some of Palenque's finest buildings and founded a great dynasty. His funeral mask was carved from stunning Jade.



Did you know?

The Mayan tied boards to their babies' heads to produce a flat forehead. They also tried to make their babies cross-eyed! Big noses were considered beautiful.



Timeline

1100 B.C.	800 B.C.	400 B.C.	300 B.C.	100 B.C.	600	800	900	1502
The first hunter-gatherers settle on the pacific coast	Village farming and trade become established	First solar calendars invented	Cities become centres for trade and Kings begin to rule	First pyramids are built	Cities start expanding quickly	Building of stepped pyramid of Chichen-Itza	Decline of Mayan cities	First contact with Europeans is made

Fairtrade

Year 4

Prior Learning KS1
- **Describe a locality (Y1)**
- **Say something about the people who live in hot and cold places (Y1)**
- **Describe human features of own locality, such as the jobs people do. (Y2)**

Prior Learning KS2
- **Use correct geographical words to describe a place. (Y3)**
- **Confidently describe human features in a locality. (Y3)**
- **Explain how people living in different countries would be different from their own. (Y3)**

Vocabulary	
Fair Trade	The aim to ensure producers receive a fair price for their goods. The aim to make sure that workers are paid enough, not overworked and are treated ethically. The aim to make sure that production of goods is environmentally sustainable.
Climate	The usual or average weather conditions in a place measured over a long period of time.
Import	A product brought in to a country to be sold there.
Export	A product sold to a different country.
Origin	Where something begins
Goods	Objects that can be grown or made to be sold.
Poverty	Extremely poor.
Community	A group of people who have things in common. They may live in the same area, go to the same school, do the same activities or have similar backgrounds.



Key Facts

- Fair trade sets basic standards for workers.
- The Fair Trade Organisation guarantees a fair, minimum price for products.
- The organisation helps farmers and workers to improve their living conditions.
- About 5 million people benefit from Fair Trade in 58 countries.
- Fair Trade products include tea, coffee, sugar, chocolate and cotton.

Fairtrade Fortnight 9th- 22nd September 2024



A two week campaign to raise awareness of fair trade and to encourage people to make ethical choices when they shop.

However big or small a purchase, you have the power to #BeTheChange

Advantages
- Producers get a fair price for their work so they have enough money to live.
- Workers get good working conditions.
- It creates jobs.



Disadvantages
- Products are often more expensive so might be more difficult to sell.
- Non-fair trade workers get paid less so they may become even poorer.









The Digestive System and Teeth (Science)

Prior Learning

Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)

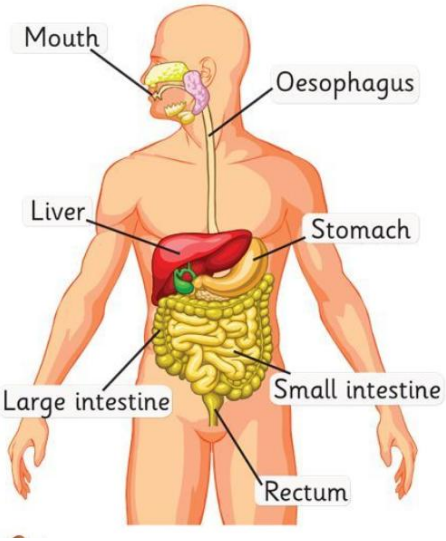
- **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)**
- **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)**
- **Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans)**

Spring Term **YEAR 4**

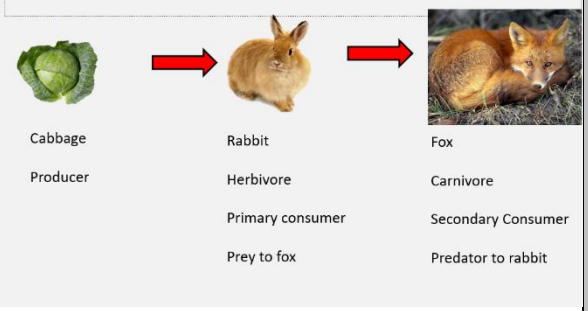
Vocabulary

Digestive system	The digestive system consists of the parts of the body that work together to turn food and liquids into the building blocks and fuel that the body needs.
Digestion	The process by which food and drink are broken down into smaller parts so that the body can use them to build and nourish cells and to provide energy.
Mouth	Where food first enters the body. It is chewed and mixed with saliva, then swallowed.
Saliva	**is** the clear liquid in your mouth that's made of water and other chemicals. **Saliva** helps keep the mouth moist and contains an enzyme that starts to break down sugar
Oesophagus	Tube of muscle which connects to the stomach.
Stomach	Food is mixed with stomach acid and broken down
Intestines	Liquid from the stomach passes into the small and large intestines. This is where nutrients and water is passed into the blood to be transported
Rectum	Any waste we do not need is stored here until it is ready to leave the body.
Food chain	The order in which living things depend on each other for energy.
Herbivore	Animals that only eat plants. This includes the fruit, leaves, roots, stem and seeds.
Carnivore	An animal which eats only meat.
Omnivore	An omnivore is an animal that gets its energy and nutrients from a diet made up plants and animals.
Producer	Create, or produce, food/energy for other animals. Gets its energy from the sun
Predator	Animals that live mostly by killing and eating other animals
Prey	Animals that are killed by another for food.

Knowledge

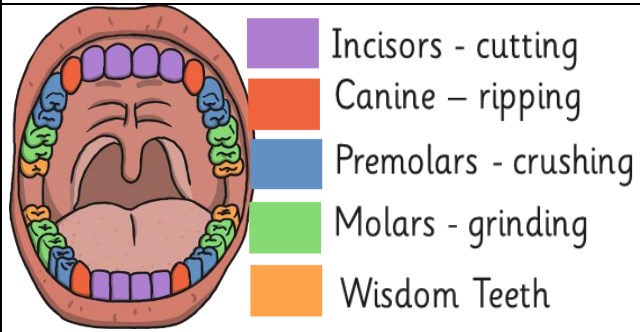


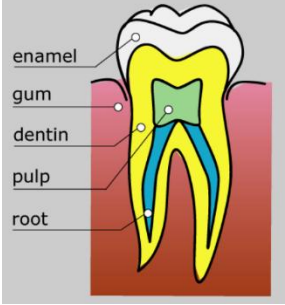
Food Chain



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Teeth Used to break food into smaller pieces making it easier to swallow.





Tooth decay is the destruction of your tooth enamel.

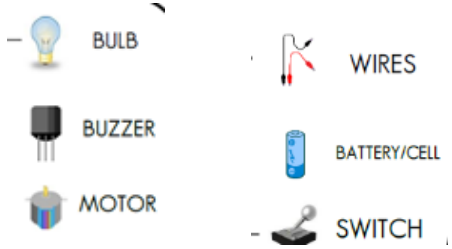
When you eat or drink foods containing sugars, the bacteria in plaque produce acids that attack tooth enamel.

Tooth ache and bad breath are symptoms of tooth decay.

Spring Term	Electricity (Science)	YEAR 4

Prior Learning: **Similarities and differences in relation to objects, materials and living things.**

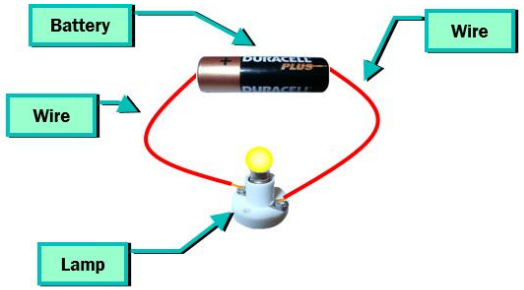
Vocabulary

Natural forms of electricity Electricity	The flow of an electric current or charge through a material, e.g. from a power source through wires to an appliance.
Appliances	A piece of equipment or device designed to perform a particular job, such as a washing machine or a mobile phone..
Mains	Mains electricity is when items are plugged into electrical wall sockets. 
Battery/cell	A device that stores electrical energy as a chemical. 
Circuit	A pathway that electricity can flow around. It includes wires and a power supply and may include bulbs, buzzers or switches.
Renewable	A source of electricity that will not run out. These include solar, nuclear, geothermal, hydro and wind.
Non-renewable	This source of energy will eventually run out and so will no longer be able to be used to make electricity. These include fossil fuels – coal, oil and natural gas.
Generate	To make or produce
Component	
Insulator	A material or device that does not conduct electricity
Conductor	Anything that allows electricity to pass through it.

Knowledge

A complete circuit

Electricity can only flow around a complete circuit that has no gaps. There must be wires connected to both the **positive** and **negative** end of the power supply / battery.



Switches

Switches can be used to open or close the circuit. When off, a switch breaks the circuit to stop the flow of electrons. When the switch is on, the circuit is complete and the electrons are able to flow around the circuit.



Battery operated



Mains operated



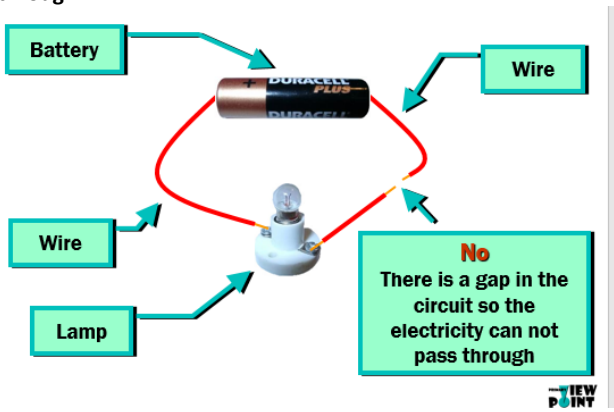
Mains and battery operated

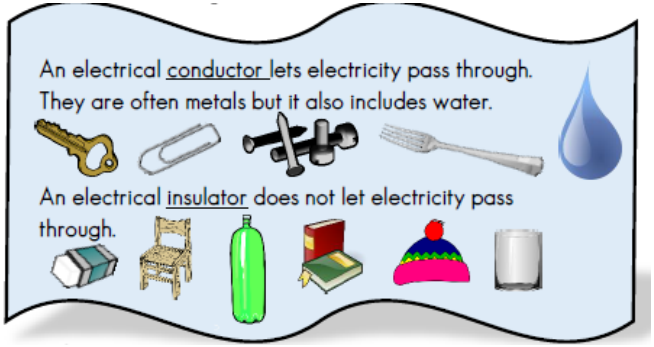


Electricity travels at the speed of light: 300,000km per second!

An incomplete circuit

If there is a gap in the circuit eg the wire is broken or the wires are not connected to the components then the electricity cannot flow through.





Natural Forms of Electricity



Lightening



Static



Electricity from animals (Bioelectrogenesis)