



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

Students will be exploring the Theme: Where We Are in Place and Time as they inquire into the Central Idea: **'Past civilisations have influenced modern day.'** This unit provides students with the opportunity to discover the ancient past. They will be able to define the term 'civilisation', make connections between civilisations, and between past and present day. The students will discover the influences from the past on life today and recognize how both societies and technologies evolve over time. They will be exposed to dates, timelines and maps that reinforce the concept of time and location. They will investigate how people learn about the past, identifying significant evidence.

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

### Developing vocabulary:



Key vocabulary used in this unit will be:

change, connection, past, present, reflection, primary sources, secondary sources, evidence, future, decade, century, history, time-line, family, personal history, modern, difference, entertainment, 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**, **connection** 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 connection students will explore artefacts present today that are also connected with the past (i.e. writing tools, time telling devices, toilets etc.). Through the lens of reflection students will explore a range of primary and secondary sources and analyze the benefits and validity of each.*

### 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.*

### 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.**





*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, in particular questioning and summarising. They will do this as they engage with a range of texts both fiction and non-fiction, gaining new information and drawing new conclusions. Students will develop their speaking and listening. In writing students will have an opportunity to write for a variety of purposes including using their research to write historical narratives and report writing. During this unit students will continue to develop their research skills, particularly focusing on presenting their research findings to small groups. This will give students an opportunity to continue to develop their oral language.

### **MATHS**

During this unit we will be revising and consolidating key mathematical concepts already introduced. In numbers we will continue with using efficient written methods for all 4 rules and applying them to real life situations. The children will complete mini-inquiries on a range of areas of maths to allow them to put their problem-solving skills to good use. We will be looking at telling the time, both am and pm and working out durations. As part of the unit we will be creating and adding to timelines, exploring the concept of past and time. In Pattern and Function the students will have opportunities to investigate, describe and represent patterns using words, symbols and number. In developing an understanding of chronology students will be investigating the relationship between units of time and describing durations using a.m. and p.m..

### **SCIENCE and SOCIAL STUDIES Links**

Students will analyse information about past technological advances and societal systems. They will assess which aspects of past civilisations have had the most impact on the present day, using evidence from a variety of sources. Students will explore and discuss what life might be like without advances from the past.

### **CHINESE**

This term the topics of country, nationality and transport will be included in some Chinese classes. In near mother tongue pathway, we will have discussions on our life today compared to children's life in the past focusing on similarities and differences. There will be general discussions on civilization and its influence on our lives today.

**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.**

