

History Curriculum Map & Skills Progression



Year 4 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p>Pupils should be taught about: the Roman Empire and its impact on Britain. (Non-statutory focus) <u>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</u> [Linking to Roman history of Lancashire, and continuing Year 3 study from Iron Age]</p> <p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Non-statutory) <u>A significant turning point in British history, for example, the first railways or the Battle of Britain</u> [Linking to WW2 mini theme – The Blitz]</p> <p>Pupils should: regularly address historically valid questions about <u>change and cause, similarity and difference,</u> and significance.</p>		<p>Pupils should be taught about: the achievements of the earliest civilizations – <u>an overview of where and when the first civilizations appeared.</u> [Placing the Ancient Egyptians within a timeline]</p> <p>Pupils should be taught about: the achievements of the earliest civilizations – <u>a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</u> [Linking to a detailed study on the achievements of the Ancient Greeks]</p> <p>Pupils should: regularly address historically valid questions about <u>change and cause, similarity and difference,</u> and significance. [Recapped from Y4 Autumn term]</p> <p>Pupils should: <u>note connections, contrasts and trends over time.</u></p>

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<p>Pupils should: <u>note connections, contrasts and trends over time.</u></p> <p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information. [Recapped and progressed from Y3 Curriculum]</p> <p>Pupils should: understand how our knowledge of the past is constructed from a range of sources. [Recapped and progressed from Y3 Curriculum]</p>		<p>[Recapped from Y4 Autumn term and progressed from Y3 Curriculum]</p> <p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information. [Recapped from Y4 Autumn term and progressed from Y3 Curriculum]</p> <p>Pupils should: understand how our knowledge of the past is constructed from a range of sources. [Recapped from Y4 Autumn term and progressed from Y3 Curriculum]</p>
<h2>Year 4 Key Skills</h2>		
<p>Use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.</p> <p>Understanding <i>some</i> of the ways in which people's lives have shaped this nation.</p> <p>Describing how Britain has influenced and been influenced by the wider world.</p>		<p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <p>Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</p>

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<p>[Roman legacy in Britain and local community]</p> <p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</p> <p>Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</p> <p>[Recap learning from Year 3 – Ancient Greece, to draw newly learnt comparisons with Roman life]</p>		<p>[Recap learning from Year 3 – Ancient Greece, to draw further comparisons between Roman life and newly learnt comparisons within Ancient Egyptian life]</p> <p>Produce structured work that makes some <u>connections</u>, <u>draws some contrasts</u>, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information <u>using appropriate dates and terms</u>.</p> <p>Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</p>
<p>Year 4 Curriculum Enrichment Opportunities</p>		
<p>Year 4 will visit the Roman museum in Chester.</p>		

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Year 4 Vocabulary

<p>Roman Britain Tribes Emperor Amphitheatre Julius Caesar Invade/conquer Emperor Claudius Queen Boudicca Icenii tribe Aqueduct Census Empire WW2 week Air raid Blitzkrieg Luftwaffe Birmingham industrial</p>	<p>Gunpowder Plot Day Guy Fawkes Houses of Parliament Bonfire/ effigy Gunpowder King James I Catholic/ Catholicism Robert Catesby John/ Christopher Wright Lord Montagu Fire Marshall Coventry Sheffield</p>		<p>Ancient Egypt Century Ancient Pyramid Pharaoh River Nile Civilisation Hieroglyphs Tutankhamen Mummification Sarcophagus</p>
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