

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></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: 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> [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.</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: 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>
Year 4 Key Skills		
<p>Use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.</p> <p>Understanding some 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. [Roman legacy in Britain and local community]</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 some links between and across periods, such as the differences between clothes, food, buildings or transport.</p>

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<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 some links between and across periods, such as the differences between clothes, food, buildings or transport.</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 some 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>
Year 4 Knowledge and Sequence		
<p>Romans, Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> • Roman Empire (civilisation and culture). • Conquering Britain (Julius Caesar and his attempt to conquer Britain (conflict with the Celts). Emperor Claudius who successfully 		<p>Ancient Egyptians</p> <ul style="list-style-type: none"> • Locate key events within Ancient Egypt on a timeline. • Life in Ancient Egypt (clothes, food, buildings and transport). Possible comparison with Greeks (taught in Y3).

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<p>conquered Britain (Boudicca and the Iceni tribe).</p> <ul style="list-style-type: none"> • Locate countries along volcanic regions and earthquake zones and identify similarities in their locality. (Geography link) • What the Romans did for us (roads, sewage, etc.). • Study the physical features of volcanoes. (Geography link) • Roman life in Britain (including Black History). • Explore arguments for human settlements in volcanic regions. (Geography link) • Pompeii disaster during the Roman Empire. • Hadrian's Wall. Link with Year 5 trip. • Earthquakes. (Geography link) • The end of Roman rule in Britain. <p>WW2 Week – The Blitz Trip linked with WW2 trip</p>		<ul style="list-style-type: none"> • The Pyramids of Giza, their significance and what is buried. • Mummification. • Tutankhamun – Howard Carter. • Cleopatra and Mark Anthony. Link back to the Romans, who invaded Egypt at the end of Cleopatra's reign (taught in autumn term). • Egyptian Gods. <p>Trip to Manchester Museum – Egyptians</p>
Year 4 Vocabulary		
<p>Roman Britain Tribes Emperor Amphitheatre Julius Caesar</p>	<p>Gunpowder Plot Day Guy Fawkes Houses of Parliament</p>	<p>Ancient Egypt Century Ancient Pyramid Pharaoh</p>

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<p> Invade/conquer Emperor Claudius Queen Boudicca Iceni tribe Aquaduct Census Empire WW2 week Air raid Blitzkrieg Luftwaffe Birmingham industrial </p>	<p> Bonfire/ effigy Gunpowder King James I Catholic/ Catholicism Robert Catesby John/ Christopher Wright Lord Monteagle Fire Marshall Coventry Sheffield </p>		<p> River Nile Civilisation Hieroglyphs Tutankhamen Mummification Sarcophagus </p>
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