**Knowledge, Skills and Understanding Progression – History: Year 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Y4** | **National Curriculum Requirements of History at KS2** | | | |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | |
|  |  | Term 1 | Term 2 | Term 3 |
| **Historical enquiry:** | * To observe or handle evidence to ask questions and find answers to questions about the past. * To use various sources to research and compare what was happening in Britain at the same time as the successful early civilizations, with some focus questions provided as a guide. * To develop the appropriate use of historical terms and note connections, trends and contrasts over time. * To address historically valid questions about continuity, change and cause. * To construct informed responses that involve thoughtful selection and organisation of relevant historical information. * To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. | Ancient Egyptians | The Romans | Crime and Punishment |
| **Knowledge:** | * To recognise that Britain has been invaded by several different groups over time. * To study the achievements of the earliest civilisations. * To appreciate that wars are often associated with invasion, conquering or religious differences. * To show some of the similarities and differences between periods studied, e.g. differences between wealthy and poor. Different ways of cooking, ways of travelling and weapons used. * To understand how our knowledge of the past is constructed from a range of sources | Ancient Egyptians | The Romans | Crime and Punishment |
| **Chronological understanding:** | * To use dates and other historical vocabulary. * To place periods of history on a timeline showing periods of time. * To develop a chronologically secure knowledge and understanding of British History * To use mathematical skills to round up time differences into centuries and decades and work out time differences between major events. | Ancient Egyptians | The Romans | Crime and Punishment |
| **Interpretation:** | * To explain how events from the past have helped shape our lives. * To establish clear narratives within and across periods studied. * To construct informed responses that involve selection of relevant information. |  | The Romans | Crime and Punishment |