

Year 4 History Curriculum

History Cornerstone Topics

Topics lending to History	2014 National Curriculum Links	Resources
I am a warrior	<p><i>The Roman Empire and its impact on Britain</i> Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> ♦ Why was the Roman army so successful in battle? A lesson in which students build knowledge of the key formations and tactics used by the Roman army. ♦ Roman Empire and its impact on Britain A curriculum-planning tool and a link to resources for the new curriculum. ♦ Why did the Romans invade Britain? A look at the reasons for the successful invasion of Britain. ♦ What have the Romans ever done for us? A scavenger-hunt activity in which pupils evaluate the legacy of the Roman Empire on Britain.
Pharaohs	<p>The achievements of the earliest civilisation – an overview of where and when the first civilisation appeared and an in depth sister of one of the following: <i>Ancient Egypt</i></p> <ul style="list-style-type: none"> • To understand the social hieracy of Ancient Egypt • To examine the historical impact of Ancient Egypt 	<ul style="list-style-type: none"> ♦ Double-sided Ancient Egyptian factsheets Colourful information sheets with timelines and facts. ♦ Introduction to Ancient Civilisations A comprehensive look at what civilisation means, using examples from around the world.

Local History / Geography Week

National Curriculum Links

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – **The Monastery**

Knowledge skills and understanding breakdown

Chronological Understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"> • 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. • Name the date of any significant event from that has been studied and place it in approximately the right place on a time line. 	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Use evidence to describe the houses and settlements of people in the past. • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Look at two versions of the same event in history and identify differences in the accounts. • Give reasons why there may be different accounts of history. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect

	<ul style="list-style-type: none"> • Use evidence to describe the things people believed in the past (attitudes and religion.) • Use evidence to describe what was important to people from the past. • Use evidence to find out how any of the above may have changed during a time period. • Use evidence to give reasons why changes may have occurred. 	evidence about the past.
<p>Can they plot recent history on a timeline using centuries?</p> <ul style="list-style-type: none"> • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<p>Can they explain how events from the past have helped shape our lives?</p> <ul style="list-style-type: none"> • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

