

Year 4 History Curriculum

History Curriculum - Technical Information

	Early Years	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
Main Period	In living memory	Local History Study	Significant local event	Significant National event	Local History Study	Stone Age to Iron Age	Ancient Greeks	Romans	Egyptians	Anglo-Saxons & Vikings	Local Study	Maya	Post-1066 Study	
Enquiry Questions	<p>How have I changed since I was a baby?</p> <p>How have toys changed over time?</p> <p>Why do we wear different clothes at different times of the year?</p> <p>What are our favourite celebrations each year?</p>	<p>What was life like in Howdon/ Killingworth 100 years ago?</p> <p>How has transport evolved in recent times?</p> <p>(George Stephenson)</p>	<p>What impact did the Great Fire of Gateshead have on our locality?</p>	<p>What impact did the Great Fire of London have on the nation?</p>	<p>Why are castles so important to our heritage?</p>	<p>Which period of prehistory do you prefer?</p>	<p>How did the Ancient Greeks compare to early Britain?</p>	<p>What made the Romans crucial to Britain's culture today?</p>	<p>How significant was the River Nile to Ancient Egypt's survival?</p>	<p>Was the post Roman period of Britain a never ending fight for survival?</p>	<p>Which industry has had the biggest impact on our local area?</p>	<p>How did the Mayan civilisation compare to Early Britain?</p>	<p>Was the effect of WW2 the most devastating disaster in British history?</p>	
Chronological Knowledge/ Understanding	<ul style="list-style-type: none"> - Develop an awareness of the past and present. - Use common words and phrases related to the passing of time. - An understanding why putting events in the correct sequence is important for explaining why events took place. - Begin to understand intervals 					<ul style="list-style-type: none"> - An understanding of the duration of British, Local and World History. - An understanding that some events will overlap (concurrency) - Increasingly more confident in using scaling to understand the passing of time for the period they are studying. - Be able to use a wider range of time terms securely 				<ul style="list-style-type: none"> - Able to compare and contrast between different periods - Continuity and change- what stayed the same over the period and what has changed - able to say why this is significant. - Be able to use a wider range of complex time terms securely 'last century', 'decade'. 				
Historical Enquiry / Skills	<ul style="list-style-type: none"> - Ask and answer questions. - Understand some ways we find out about the past. - Choose and use parts of stories and other sources to show understanding of key events. 					<ul style="list-style-type: none"> - Ask valid questions about cause and significance and same and difference. Understand cause and consequence. - What is the same and different between these periods and our world today? 				<ul style="list-style-type: none"> - Know about connections, contrasts and trends over time Make a reasoned justification using a range of sources to answer the enquiry question. - Suggest strategies to help them to answer enquiry questions. 				
Specific skills	<p>Extracting - is what children learn from a particular source.</p> <p>Evaluating - Is the source of information reliable and valid?</p>					<p>Interrogation - what else would the children like to find out?</p>								
Key Threads	Achievements (What is their legacy?)			Society		Settlements		Battles		Entertainment		Transport		Religion

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What's the big picture?

In Year 3 the children were taught about the prehistoric period and the Ancient Greeks. In Year 4 they study the Romans (who defeated the Greeks) and Ancient Egypt, these concurrent periods follow on chronologically from those explored in Year 3. In Year 4 the pupils will also explore the achievements of other early civilisations, making comparisons to Ancient Egypt.

National Curriculum Principles

- 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.
- 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.
- Pupils should be taught about: the Roman Empire and its impact on Britain
- Pupils should be taught about: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt

Websites/ Resources

<https://www.mrtdoeshistory.com>

<http://www.chronozoom.com/#/t00000000-0000-0000-0000-000000000000> - An interactive timeline resource to explore the scale of time

<https://www.timemaps.com> - An interactive timeline resource to help children concurrence

<https://www.mylearning.org> - Sources and artefacts from museums and archives

<https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2018/09/Ancient-Wonders-Then-and-Now-Teacher-Pack.pdf>

www.mrcarterrocks.wixsite.com/historyrocks

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Enquiry Question - What made the Romans crucial to Britain's culture today?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> I can understand specific vocabulary related to Roman history: Kingdom, Republic and Empire. I can understand when Roman and Roman British history belongs on a timeline. I can plot the key events of Roman Britain on a timeline, considering scale, duration and intervals. I can give a reasoned response for my choices about historical achievements. I can identify the usefulness of sources and reasons for their bias. I can make a judgement and use evidence to justify it, presenting ideas clearly and coherently. 	<ul style="list-style-type: none"> I can identify how Britain was able to be conquered by the Romans, including reasons why. I can identify continuity and change in housing from the prehistory to Roman Britain. I can understand the significance of Hadrian's Wall in my locality. I can identify the impact of Rome on British society I can consider the continuity and change of Roman entertainment on British society. I can identify the significance of Roman religion on British society. 	<p>Timeline</p> <p>Map</p> <p>Battle & significant individuals</p> <p>Achievements (what is their legacy)</p> <p>Society</p> <p>Settlements</p>	<p>Rome founded around 753BC (not long after start of Iron Age- studied in Year 3). Expanded into other countries. 43AD invaded successfully in England -it took 3 attempts. Construct timeline, plotting Roman Empire in relation to previous studies considering duration, order, overlapping, concurrence.</p> <p>Look at map of Roman Empire and the countries they began to expand into.</p> <p>43AD - a successful invasion! Children to use Cassius Dio (significant individual) evidence who wrote about Romans - consider bias as he himself was a Roman. Romans wanted to take Britain's natural resources. Celts fought back over the year - learn about Boudicca who led a revolt - compare with '<i>Battle of Thermopylae ~ Ancient Greeks studied in Y3</i>'. Julius Caesar's written account of Celts. Consider bias - didn't think highly of women so recount of Boudicca may not be wholly accurate. Fierce and used chariots in battle. Romans invaded hillforts. Recap defenses (y2&3) - shows they are a strong and destructive force.</p> <p>Aqueduct, culture, language, laws, jewellery, letters, household items, public baths, new settlements, stinging nettles, roads, sewers, Hadrian's Wall, numbers, towns.</p> <p>Roman structure in Italy (geography link): Emperor (ruler); Patrician Families (wealthy landowners); Plebeians (working class); freed slaves. Compare this to Britain where the Roman Empire was mostly made up of soldier who had invaded, however they gained favour with native through significant changes - town planning, taxation, laws, shops, taverns, trade routes all helped by roads.</p> <p>Recap prehistoric settlements, consider continuity and change - protection against weather and enemies, designs, efficiency. Concrete and brick houses. Romans liked strong and decorative buildings which showed wealth and status.</p>

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		<p>Locality</p> <p>Entertainment</p> <p>Religion</p>	<p>Villas - brick, stone marble, mosaics. Poor - cramped wooden houses, Roundhouses.</p> <p>Hadrian's Wall built between Wallsend and Bowness-on-Solway. Look at original maps compared to today.</p> <p>Hadrian visited in AD122 and ordered the building of the wall - which took 10 years. Several legions of Roman Soldiers were involved in building sections of it. Purpose was to keep out barbarians (people not in Empire) or to keep soldiers busy.</p> <p>Taxes collected for anyone moving through the wall to buy and sell goods.</p> <p>Stages: turf removed and set aside; line pegged out to show where to dig; shallow trench would be dug; flags, boulders and other loose stones bedded into clay/earth - foundation; face stones were then used to build at each side; rough stones and rubble, along with earth and clay used to fill in top and middle. <i>Challenge - building their own on a steep slope using building blocks. Compare wall to others e.g. Berlin, China (STEM link)</i></p> <p>Colosseum - could hold 50,000 people, filled with water, had an underground network of tunnels, removable floors. Gladiators sometimes slaves or people who wanted to be celebrities. Chariot racing- held 250,000 - used to stop people rioting. Played board games, music and held parties and feasts.</p> <p>Romans actively changed their beliefs. Romans were polytheistic/pagans - took a lot of their inspiration from the Ancient Greek Gods - look for similarities and differences. In 4th Century Emperor Constantine became the first to adopt Christianity as the Roman religion.</p>
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Enquiry Question - How significant was the River Nile to Ancient Egypt's survival?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> I can understand when Egypt and the other Ancient Civilisations belong on a timeline. I can plot the key events of Ancient Egypt on a timeline, considering scale, duration and intervals. I can infer what an artefact might have been used as and raise historically valid questions. I can conduct an enquiry using existing knowledge and further research, providing evidence as justification. 	<ul style="list-style-type: none"> I can plot on a timeline where and when different ancient civilizations appeared. I can identify similarities and differences between the earliest civilisations. I can draw conclusions about Egyptian societal structures and provide reasoned opinions about Pharaohs of the time. I can compare the housing of different civilisations and state a preference with justification. I can investigate the belief system of Ancient Egypt. I can understand the process of mummification and its significance to today. I can understand the significance of different factors in 	<p>Comparing all ancient civilisations Timeline Map</p> <p>Achievements (what is their legacy)</p> <p>Artefacts</p> <p>Society</p> <p>Settlements</p>	<p>All ancient civilisations* on the same line of latitude on a world map and all developed along a river. Create a timeline of these civilisations- compare to those already studied.</p> <p>*Ancient Egypt - East Africa - River Nile; 3100BC - 550BC Ancient Sumer - South Iraq between Tignes and Euphrates Rivers; 3500BC - 2000BC Indus Valley - Pakistan/India - along Indus River; 2600BC - 1300BC Shang Dynasty - Eastern China - Yellow River. 1600BC - 1046BC</p> <p>Explore enquiry question, consider some of the advantages of being located by a river. <i>Advantages: water to irrigate farmland to grow crops, fishing for food, washing, hygienic ways of dealing with sewerage, waste disposal, easier forms of transport, trade, religious reasons.</i></p> <p>Look at historic writing, number systems, defense, law, roads, location of buildings, etc.</p> <p>Ancient Egypt: - hieroglyphics, created first types of paper called Papyrus, built enormous pyramids; introduced a calendar and medicine.</p> <p>Artefacts and other sources (such as photos, maps and myths) should be used so that children can gain a deeper understanding of the civilisation.</p> <p>Made up of pharaohs, viziers, nobles, priests, soldiers, craftsmen, scribes farmers, slaves. Explore the role of men and women also and compare to lives today, considering which period they'd prefer to live and why.</p> <p>Egypt was hot so had mostly have light-coloured houses, many were walled and some had 2-storey houses. Key features: flat roof, steps, roof tiles. <i>Compare to Roman Britain and other societies studied, providing preference for which period</i></p>

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	<p>Egyptian entertainment.</p>	<p>Religion</p> <p>Battles (& Transport)</p> <p>Entertainment</p>	<p>to live in.</p> <p>Consider the significance of pyramids - they are 1 of the 7 wonders of the world. How did this compare to Hadrian's Wall? Pyramids were a burial place for the Pharaohs, travelling by boat along the river to their final resting place (religious practice).</p> <p>Establish Egyptians were also polytheistic. Highlight any similarities between these Gods and Roman/Greek Gods. Look at the process of mummification, the steps and how this has enabled us to learn more about them. Compare this burial practice to that of the Romans and Greeks and Stone Age and today.</p> <p>Children to look at the Battle of Kadesh and the significance of the Pharaohs. Look at more than 1 interpretation including sources from Greek writers. Children consider bias and look for similarities and differences to the Battle of Thermopylae studied in Ancient Greece. To also look at the type of transport and how this compared to the Stone Age chariots and the significance of boats to lead pharaohs to their final resting place along River Nile.</p> <p>Hunted, played board games; sports; storytelling; parties; watersports (as so close to River Nile). Use to compare to other civilisations and consider which were most important to pharaohs?</p>
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