



Subject/Area: History

Year Group: 4

Prior Learning	Year 4 Learning	Future Learning	Vocabulary - Subject Specific
<p><i>In Year 3 children should:</i></p> <p>Be able to place a number of events chronologically on a BC/AD timeline.</p> <p>Use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc.</p> <p>Make comparisons between ways of life at different times i.e. modern times/ancient times.</p> <p>Be able to describe different aspects of society during Ancient times i.e. social, cultural, religious customs.</p> <p>Know who the significant people/events were and why they were important.</p> <p>Know that aspects of life today have been affected by Ancient Civilizations. Can choose the best sources to help answer a question about the past. Know that the past can be represented and interpreted in different ways.</p> <p>Use a frame/template to record knowledge of the past including key information and historical terms</p>	<ul style="list-style-type: none"> - Place the periods of time being learnt about on a time line. - Find links between the periods of time studied. - Talk about the main events and key changes that took place within the time periods studied. - Compare and contrast beliefs and cultures of different groups of people living within Britain at the same time. - Know about significant people/events within the time periods studied and can describe their impact on life at that time. - Choose a range of sources to help talk in depth about different aspects of the past. - Give examples of how the past can be represented and interpreted in different ways. - Follow a set of success criteria in order to present their knowledge and understanding of History. 	<p><i>In Year 5 children will:</i></p> <ul style="list-style-type: none"> - Use a time line to help talk about key aspects within the time periods studied. - Describe connections and identify contrasts when talking about different time periods. - Give reasons for the main events and key changes that took place within the time periods studied. - Compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons/Vikings. - Talk about significant people/events within the time periods studied and describe their impact on life at that time and on life today. - Find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence. - Explain the different ways that the past can be represented and how this affects interpretation. - Work with increasing independence to record their knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately. 	<p>Century, BC/AD/BCE/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate.</p>

KS2 National Curriculum Objectives	Enquiry questions	Key questions	Famous People Links
<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	What have the Romans done for us?	<p>Who are the most influential figures in history pre-1066?</p> <p>Where did the Vikings/Romans settle and where did they come from?</p> <p>Why did the Vikings / Romans invade?</p> <p>When are the historical milestones in time?</p>	Boudicca Cleopatra Rameses Mary Anning
			Linked texts
			Stone Age boy

Working historically – key concepts:						
Enquiry	Sequencing the past	Change and Continuity	Cause and Effect	Significance	Planning and decision making	Using sources as evidence
Understands that the utility of a piece of evidence varies according to the focus of enquiry. Can explain how a source is useful and know it depends upon the task.	Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.	Can define different types of change and their causes such as natural or human and understands that these are interwoven.	Understand that different causes have different levels of influence.	Can explain and apply criteria to judge why an event or person may be considered significant	Knows that collective decision making is determined by power. Knows that some groups or individuals have lots of power and some have very little.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.
Assessment Opportunities						
<p>Chronological understanding:</p> <ul style="list-style-type: none"> I can order significant events and dates on a timeline. <p>Historical interpretation:</p> <ul style="list-style-type: none"> I can give more than one reason to support an historical argument. I can research two versions of an event and say how they differ. I can look at different versions of the same event in history and identify differences. <p>Historical understanding:</p> <ul style="list-style-type: none"> I can give reasons to support different points of view of a historical event and make comparisons between them. <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> I can describe differences and similarities between people, events and artefacts studied. 						