



History Curriculum: Year 4 – Progression of Skills

What are the aims and intentions of this curriculum?

That children:

- Will become increasingly critical and analytical thinkers.
- Will possess a secure understanding of the chronology of the British Isles and other important periods of History.
- Will discover links and connections to the History they learn and the wider community and locality.
- Will further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire historically-themed questions and form their own opinions and interpretation of the past.

Term	Topic	Knowledge	History Skills – Chronology, Vocabulary, Enquiry, Interpretation, Continuity and Change, Causes and Consequences, Similarities and Differences, and Significance.	Assessment
Spring 1	How have the Ancient Greeks Shaped My World?	To develop chronological knowledge of the long arc of time, century and millennia. To understand the significant features and achievements of the Ancient Greeks. To understand the influence of the Ancient Greeks in relation to democracy, language and art.	Develop increasingly secure chronological knowledge and understanding of history: local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference, and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical data. Be aware that different versions of the past may exist and begin to suggest reasons for this. Describe and begin to make links between main events, situations and changes within and across different periods and societies. Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual. Identify and begin to describe historically significant people and events in situations.	



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Spring 2	<p>Why did the Romans march through County Durham?</p> <p>What was daily life like in Roman Britain?</p>	<p>To understand the place of the Romans in the chronology of the UK. To understand the connection to the Iron Age and other key dates, and how they overlap with other ancient civilisations. To know the key features of Roman life. To understand the growth of the Empire and locations.</p> <p>To develop knowledge of people in this time period – their daily lives and habits. To develop and understanding of chronology – when was the Roman period and when were the Romans in Britain? To know the key vocabulary. To understand the key features of Roman life.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference, and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical data. Be aware that different versions of the past may exist and begin to suggest reasons for this. Describe and begin to make links between main events, situations and changes within and across different periods and societies. Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual. Identify and begin to describe historically significant people and events in situations.</p>	
Summer	<p>What happened when the Romans left Britain?</p> <p><i>Settlement by the Anglo Saxons and Scots</i></p>	<p>To understand the reasons for the end of Roman rule. To know the invasions and migrations of Angles, Saxons and Jutes. To know the key features of Anglo axon life – power, beliefs, farming, conflict and later invaders.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference, and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical data. To infer from primary sources. Be aware that different versions of the past may exist and begin to suggest reasons for this. Describe and begin to make links between main events, situations and changes within and across different periods and societies. Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Describe some of the similarities and differences between different periods, e.g.</p>	



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