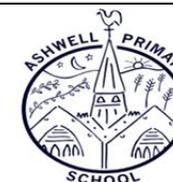


# Ashwell Primary School

## History Curriculum

### Year 4 - Knowledge and skills Organiser



Year 4- Key historical skills to be developed at Year 4		Key vocabulary
<p><b>Year 4</b></p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Place events from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3</li> </ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about changes, similarities and differences.</li> <li>Begin to have an understanding of broader trends / themes over time.</li> <li>Explore differences between different people living at the same time.</li> <li>Relate the different periods of history studied to the local area- e.g. Arbury banks</li> </ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"> <li>Independently question the reasons behind historical events and changes.</li> <li>Give increasingly historically accurate answers to these questions.</li> <li>Describe how the events/people being studied have an impact on the modern world.</li> </ul> <p><b><u>Significance and interpretation</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about how and why events/people are significant.</li> <li>Recognise what the lives of people in the past would have been like and how they might have felt</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions about history and suggest sources of evidence that could be used to answer them.</li> <li>Recognise the difference between primary and secondary sources.</li> <li>Use historical terms correctly.</li> </ul> <p><b><u>Using sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Understanding that historical knowledge comes from a range of sources.</li> <li>Look at two versions of the same events identifying how they are similar/different.</li> <li>Discuss the accuracy of modern depictions of historical events.</li> </ul>	<p>ancient</p> <p>modern</p> <p>era/period</p> <p>BC, BCE</p> <p>AD, CE</p> <p>century</p> <p>decade</p> <p>continuity/change</p> <p>interpretation/infer</p> <p>consequence</p> <p>first and second hand evidence</p> <p>significant</p>	
<p><b>Prior knowledge / skills this builds on:</b></p> <p><b><u>Year 3</u></b></p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Place historical periods studied on a time line and relate to historical events studied at key stage 1.</li> <li>Understand a time line can be divided into BC and AD</li> <li>Order significant events from the periods studied.</li> </ul> <p><b><u>Change and development</u></b></p>	<p><b>What comes next:</b></p> <p><b><u>Year 5</u></b></p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Place events, people and date from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3 and 4</li> <li>Place world history events on a timeline.</li> </ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"> <li>Discuss changes, similarities and differences.</li> </ul>	

- Describe different aspects of the everyday lives of people from the historical periods or societies studied and compare with our life today e.g. building, clothes, leisure activities.
- Relate the different periods of history studied to the local area e.g. Roman finds in Ashwell/Local Roman settlements- Verulamium

**Cause and effect**

- Investigate, question and give reasons for events in the past (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?)
- Describe the impact of events on modern life (e.g. the legacy of the Roman Empire)

**Significance and interpretation**

- Discuss how and why events and people being studied are significant.
- Express preferences and personal responses to topics being studied and back-them up with evidence.

**Historical enquiry**

- Ask relevant questions about history and begin to suggest how these might be answered.
- Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.

**Using sources and evidence**

- Use a range of sources and artefacts to learn about the past
- Begin to understand that there are different accounts of history.

- Deepen their understanding of trends/themes over time.
- Describe what life was like for different people living at the same point in history (rich/poor, military/civilians)

**Cause and effect**

- Ask and answer clear questions about the past
- Ask 'why' questions to further historical understanding.
- Debate and discuss different opinions about historical causes and effects.

**Significance and interpretation**

- Develop their understanding that historical knowledge comes from a range of sources,
- Understand that there can be many versions of the same events in history
- Give reasons why these may exist.

**Historical enquiry**

- Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question
- Use a range of sources to help draw conclusions

**Using sources of evidence**

- Understand that some evidence from the past is opinion, propaganda and that this affects interpretations of history
- Comment on the usefulness of different sources.

**Year 4- Remembrance Day (mini topic)**

**Core Knowledge to be acquired:**

- Know what Remembrance Day is.
- Understand the significance of the poppy as a symbol of remembrance.
- Understand the importance of this event.
- Make connections with other events we commemorate each year.

**Key Vocabulary:**

Remembrance Day  
poppy  
WW1  
remembrance  
war memorial  
commemoration

**Curriculum Enrichment / Cultural Capital Opportunities**

- Visit to local war memorial

### Year 4-History of Ashwell- Link to work on Stone Age to Iron Age

#### Core Knowledge to be acquired:

- Recognise some of the features in the local area from maps and photographs
- Explore buildings, sites, photographs and written sources to find out more about the history of the local area.
- Demonstrate some factual knowledge and understanding about the history of the local area.
- Compare similarities and differences between different times in the local area.
- Understand that the local area has changed over time.

#### Key Vocabulary:

settlements  
local  
change

#### Curriculum Enrichment / Cultural Capital Opportunities

- Fieldwork in local area.
- Visit to Ashwell Museum

### Year 4- Stone Age to Iron Age

#### Core Knowledge to be acquired:

- Look at historical periods studied so far, place on a time line.
- Explore what life was like in the Stone Age, e.g. simple hunter gatherer communities
- Identify developments that took place in the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. How might these have affected everyday life?
- Consider changes during the Iron Age; tribal kingdoms & life based around local hill forts.
- Identify the impact of this on farming, art & culture, and link to the local area (Arbury Banks).

#### Key Vocabulary:

Hunter-gatherer  
Nomad  
Tribe  
Bronze/Iron  
Roundhouse  
Hillfort  
Smelting

#### Curriculum Enrichment / Cultural Capital Opportunities

- Opportunities to explore artefacts
- Residential visit to Celtic Harmony
- Visit to Arbury Banks

#### Prior knowledge / skills this builds on:

##### British history

Year 3 – The Roman Empire and its impact on Britain

##### World History

Year 3- The achievements of the earliest civilizations- Ancient Egypt

#### What comes next:

##### British History

Year 5- The decline of the Roman Empire and the invasion of the Anglo- Saxons and Vikings

##### British and World History

Year 5- WW2-The reasons for and impact of WW2