

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

- 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 timeline.
- 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