



Y4 History overview 2022-23

History Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Chronological Understanding Historical Enquiry Knowledge and Interpretation		
Chronological Understanding	<ul style="list-style-type: none"> Can fit periods of history on a timeline showing periods of time Can set out on a timeline special events Can place a specific event on a timeline by using centuries Can ask and answer questions about historical events Can research facts about differences/similarities between different periods of history Can place features of historical events and people from past societies Can place periods in chronological order Can use mathematical skills to round up time differences into centuries and decades Can use mathematical skills to work out the time differences between certain major events Can use the world wide web and books /different resources to gather information about historical events Can ask questions about change, cause, similarity and difference Can appreciate that some ancient civilization showed greater advancements than people who lived centuries after them Can summarise the main events from a specific period in history Can explain the order of key events 	<ul style="list-style-type: none"> Opportunities to explain-for example how events from the past has helped shape our lives Modelled research of British, local and world history Opportunities to describe historical events from different periods Opportunities to ask questions about objects from the past and which questions to ask Modelled skill in how to research knowledge of past from a range of sources Opportunities to make comparisons between historical periods- for example how wealthy life style differed to poor life-style Discussion opportunities for explaining things that have changed and things which have stayed the same Exposure to different versions of past events that exist and modelled interpretation of these resources Opportunities to present information and findings 	<ul style="list-style-type: none"> Pupils should develop knowledge about the wider world and events that have impacted it over time They should understand basic subject-specific vocabulary relating to history and chronology Understand value of map use/ find historical places/routes of explorers on a variety of maps Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research opportunities Modelled strategies relating to research Field studies off-site Visits to centres of historical interest Planned opportunities for use of and access to varied resources 	<p>TERM1:</p> <p>Viking and Anglo-Saxon struggle for kingdom of England</p>	<p>Most children will be able to... (working at)</p> <p>Some children will not yet be able to...(working towards)</p> <p>Some children are confidently able to... (exceeding)</p>		
Historical enquiry	<ul style="list-style-type: none"> Can recognise that archaeologists helped us to understand more about what happened in the past and the items they found help nus to build up an accurate picture of the past Can research two versions of an event and say how they differ Can research what it was like for a child in a given period from the past Can find information to help them write about historical information Can investigating reasons –drawing conclusions orally and verbally based on what they have found out Can identify similarities and differences between given periods in history Can use various sources to find answers to their questions 	<ul style="list-style-type: none"> Opportunities to research and analyse case studies Modelling by teacher Opportunities to review investigations against criteria 	<ul style="list-style-type: none"> Understand how History reflects a community/ culture through customs, food, skills, values and the arts 	<p>TERM2:</p> <p>Ancient Greece</p>				
Historical Knowledge	<ul style="list-style-type: none"> Can explain why wealthy people have had a very different way of living which would have impacted upon their health and education 	<ul style="list-style-type: none"> Modelled analysis of historical maps Planned opportunities to investigate different types of resources 						
Maths links	<ul style="list-style-type: none"> Can make a timeline of events and of the later leaders Can convert km into m when measuring distances Can compare distances on a map (Anglo-Saxons settlements on a map) 	<ul style="list-style-type: none"> Observational and recording opportunities to be part of lessons where applicable 		<p>TERM3:</p>				
SMSC	<ul style="list-style-type: none"> Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y4 history curriculum Can resolve conflicts and differing opinions should these arise Can reflect on choices and justify these Can investigate and offering views on ethical issues in topics studied Can show a willingness to explore and understand cultures from various historical eras Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about archaeologists, visiting museums and exhibitions and undertaking trips 	<ul style="list-style-type: none"> Plan for trips to museums and opportunities to investigate with a partner/group Plan for real experiences in centres of historical interest 						