



Y4 History overview 2023-24

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 timeCan set out on a timeline special eventsCan place a specific event on a timeline by using centuriesCan ask and answer questions about historical eventsCan research facts about differences/similarities between different periods of historyCan place features of historical events and people from past societiesCan place periods in chronological orderCan use mathematical skills to round up time differences into centuries and decadesCan use mathematical skills to work out the time differences between certain major eventsCan use the world wide web and books /different resources to gather information about historical eventsCan ask questions about change, cause, similarity and differenceCan appreciate that some ancient civilization showed greater advancements than people who lived centuries after themCan summarise the main events from a specific period in historyCan 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 livesModelled research of British, local and world historyOpportunities to describe historical events from different periodsOpportunities to ask questions about objects from the past and which questions to askModelled skill in how to research knowledge of past from a range of sourcesOpportunities to make comparisons between historical periods- for example how wealthy life style differed to poor life-styleDiscussion opportunities for explaining things that have changed and things which have stayed the sameExposure to different versions of past events that exist and modelled interpretation of these resourcesOpportunities 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 timeThey should understand basic subject-specific vocabulary relating to history and chronologyUnderstand value of map use/ find historical places/routes of explorers on a variety of mapsPupils should extend their knowledge and understanding beyond the local area to include a contrasting localityUnderstand how History reflects a community/ culture through customs, food, skills, values and the arts	<ul style="list-style-type: none">Class teacher led presentations with children note-takingGroup research opportunitiesModelled strategies relating to researchField studies off-siteVisits to centres of historical interestPlanned opportunities for use of and access to varied resources	TERM1: Viking and Anglo-Saxon struggle for kingdom of England	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)		
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 pastCan research two versions of an event and say how they differCan research what it was like for a child in a given period from the pastCan find information to help them write about historical informationCan investigating reasons –drawing conclusions orally and verbally based on what they have found outCan identify similarities and differences between given periods in historyCan use various sources to find answers to their questions	<ul style="list-style-type: none">Opportunities to research and analyse case studiesModelling by teacherOpportunities to review investigations against criteria			TERM2: Ancient Greece					
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 mapsPlanned 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 leadersCan convert km into m when measuring distancesCan 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								
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 curriculumCan resolve conflicts and differing opinions should these ariseCan reflect on choices and justify theseCan investigate and offering views on ethical issues in topics studiedCan show a willingness to explore and understand cultures from various historical erasCan 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/groupPlan for real experiences in centres of historical interest								