



Y4 History overview 2019-20 Viking and Anglo-Saxon struggle for Kingdom of England; Ancient Greece

History Activity	Desired Skills	Approaches to Developing Skills Knowledge and Interpretation	Desired Knowledge and Understanding	Approaches Developing 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"> fit periods of history on a timeline showing periods of time set out on a timeline special events place a specific event on a timeline by using centuries ask and answer questions about historical events research facts about differences/similarities between different periods of history place features of historical events and people from past societies place periods in chronological order use mathematical skills to round up time differences into centuries and decades use mathematical skills to work out the time differences between certain major events use the web and books /different resources to gather information about historical events ask questions about change, cause, similarity and difference appreciate that some ancient civilization showed greater advancements than people who lived centuries after them summarise the main events from a specific period in history explain the order of key events 	<ul style="list-style-type: none"> explain how events from the past has helped shape our lives understand that wars have happened from a very long time ago and its often associates with invasion understand that wars led to religious differences understand that people in the past cooked and travelled differently understand that different versions of past events may exist explain why certain objects were different in the past realise that invaders in the past have fought fiercely suggest why certain people acted as they did in history recognise that lives of wealthy people were different from those of poor people understand that people's life in the past was dictated by the work they did understand that the food people ate was different because of the availability realise that weapons changed by time 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world They should understand basic subject-specific vocabulary relating to history and chronology Understand value of map use/ find historical places/route of explorers 	<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 	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"> 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 research two versions of an event and say how they differ research what it was like for a child in a given period from the past find information to help them write about historical information investigating reasons –drawing conclusions orally and verbally based on what they have found out identify similarities and differences between given periods in history use various sources to find answer to their questions 	<ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria 	<ul style="list-style-type: none"> Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality Understand how History reflects a community/ culture 	<ul style="list-style-type: none"> Planned opportunities for use of and access to varied resources 	TERM2: Ancient Greece			
Historical Knowledge	<ul style="list-style-type: none"> 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"> making timeline of the event of the later kings comparing distances (Roman Roads) convert km into m comparing distances on the map (Anglo-Saxons on the map) 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 			TERM3:			
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y4 history curriculum Resolve conflicts and differing opinions should these arise Reflection on choices Investigating and offering views on ethical issues in topics studied Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds Study of History, investigating with a team, knowledge of wider world, interview with older people, archaeologists, museum and exhibition 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 						