

YEAR 4 HISTORY CURRICULUM			
Ancient Egypt		Ancient Greece	Roman Invasion
NATIONAL CURRICULUM		Pupils should be taught about: • Changes in Britain from the Stone Age to the Iron Age; • The Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • A local history study; • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	
CHRONOLOGICAL UNDERSTANDING PROGRESSION OF SKILLS	KNOWLEDGE AND UNDERSTANDING OF EVENTS IN THE PAST PROGRESSION OF SKILLS	HISTORICAL INTERPRETATION PROGRESSION OF SKILLS	HISTORICAL ENQUIRY PROGRESSION OF SKILLS
* Place events from period studied on a time line. (Chronology) * Use terms related to the period and begin to date events. (Chronology) * Understand more complex terms e.g. BC/AD. (Chronology)	* Use evidence to reconstruct life in time studied. (Everyday Life) * Identify key features and significant events of time studied. (Significant Events/People) * Look for links and effects in time studied. (Significant Events/People) * Offer a reasonable explanation for some events. (Significant Events/People)	* Look at the evidence available. (Report and Conclude) * Begin to evaluate the usefulness of different sources. (Report and Conclude) * Use text books and historical knowledge. (Report and Conclude) * Distinguish between different sources – compare and contrast different versions of the same story. (Compare and Contrast)	* Use the library and internet for research. (Research, Interpretation and Analysis) * Ask a variety of questions. (Research, Interpretation and Analysis) * Use evidence to build up a picture of a past event. (Artefacts and Sources) * Choose relevant material to present a picture of one aspect of life in time past. (Artefacts and Sources)
ORGANISATION AND COMMUNICATION PROGRESSION OF SKILLS 		* Communicate their knowledge through: * Discussion * Drawing pictures * Drama/role play * Making models * Writing * Using ICT * Recall, select and organise historical information * Communicate their knowledge and understanding. (Communication)	
CHRONOLOGY ASSESSMENT DESCRIPTOR	EVENTS PEOPLE AND CHANGES PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR	INTERPRETATION, ENQUIRY AND USING SOURCES ASSESSMENT DESCRIPTOR	COMMUNICATION PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR

✓ To be able to use dates and historical terms when ordering events and objects; ✓ To be able to identify where people and events fit into a chronological framework. ✓ To be able to explore links and contrasts within and across different periods of time.	✓ To be able to describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared; ✓ To be able to demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt; ✓ To be able to demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.	✓ To be able to use sources to address historically valid questions and hypotheses; ✓ To be able to recognise how sources of evidence are used to make historical claims; ✓ To be able to recognise why some events happened and what happened as a result; ✓ To be able to identify historically significant people and events in different situations.	✓ To be able to discuss significant aspects of, and connections between, different historical events; ✓ To be able to select and organise relevant historical information to present in a range of ways; ✓ To be able to use relevant and appropriate historical terms and vocabulary linked to chronology.
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