


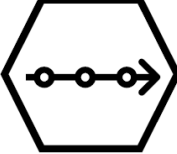





# Year 4 History Curriculum Overview



## Historical skills

	Explain what has been found out		Ask a variety of questions
	Carry out historical enquiry		Put events in chronological order
	Compare sources/events/individuals		The facts I need to know (Substantive knowledge)
	Use a range of sources		

## Autumn Term

## Spring Term

## Summer Term

Where we study the changes in British, local and world history, putting these events into chronological order and understanding the impact of people's ideas and beliefs.

Roman Empire and the impact on Britain  
(including in depth studies)  
54BC - 410AD

Britain's settlements by the Anglo Saxons and Scots  
410 - 1066

A local history study  
The study of the local mining industry

### Progression of Historical skills (entering) Knowledge

- Pupils remember some key facts and information from areas of study in Year 4
- Pupils can identify at least two ways we gather information
- Pupils are able to use at least one type of source of information confidently

### Questioning

- Pupils are beginning to ask more in depth questions to develop their understanding
- Pupils are able to answer some questions accurately related to the area of study
- Pupils can generally use sources to justify their answers

### Vocabulary

- Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study
- Pupils are beginning to use words and phrases to indicate time, talking about decades, centuries, millennium etc.

### Progression of Historical skills (developing) Knowledge

- Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study
- Pupils can identify at least two ways we gather information
- Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

### Questioning

- Pupils can ask questions to develop their understanding
- Pupils are able to answer questions accurately most of the time related to the area of study
- Pupils can use sources to justify their answers and are beginning to organise their responses

### Vocabulary

- Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study

### Progression of Historical skills (secure) Knowledge

- Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study
- Pupils are beginning to understand how our knowledge of history is developed through a range of sources
- Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

### Questioning

- Pupils can ask questions to develop their understanding
- Pupils are beginning to challenge sources of information
- Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions

### Vocabulary

- Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study
- Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.
- Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

- Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

#### **Chronological understanding**

- Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline
- Pupils are beginning to make links between areas of history they have studied, identifying similarities between them
- Pupils are beginning to make links between areas of history they have studied, identifying differences between them

- Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc.
- Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

#### **Chronological understanding**

- Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline
- Pupils can make links between areas of history they have studied, identifying similarities between them
- Pupils can make links between areas of history they have studied, identifying differences between them

#### **Chronological understanding**

- Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline
- Pupils can confidently make links between areas of history they have studied, identifying similarities between them
- Pupils can confidently make links between areas of history they have studied, identifying differences between them

## Topic key questions



**Immersion lesson - Recall of previous Roman learning - True or false quiz, spot the incorrect fact, fastest finger type activities to help recall. Create a knowledge mind map in books listing everything can remember about Romans.**

**How did settlements change for Britons under Roman rule?**



Activity - PPT to compare settlements and record changes

**How does a Roman town compare with British towns today?**



Activity - compare maps and places included in Roman settlements with our towns today - aerial maps, archaeological dig photos

**Is this just another Roman villa?**



Activity - Time team - PPT of the find. Chn use the artefacts found as evidence to prove it was a Roman villa as suggested

**Why did the Romans spend so long building roads?**



Activity - Teach how built roads. Using the reason cards, chn put the reason cards in to priority order to create a diamond shape

**Why did this great empire's rule come to an end after 400 years?**



Activity - Use PPT photo starter. Then Chn consider the reasons suggested. Is one reason the most important and cause or was it a combination. Chn create a news report and make a video

## Topic key questions



**Immersion lesson - Introduction to Anglo Saxons - Where came from/settled, show maps. Who - show pictures and explain three concepts of Anglo-Saxon man (working man, church man, warrior) Time line to show when**

**Why did the Anglo-Saxons invade Britain?**



Activity - Push or pull Chn use the clues to think about why they came here. They then consider what is a 'push' and what is a 'pull'. Sort the reason cards into what is likely to be true, unlikely, maybe

**How did the Anglo-Saxons live?**



Activity - use the artefacts and VR to draw conclusions about the Anglo-Saxon way of life - what do these tell us?

**How close did the Vikings come to succeeding the Anglo Saxons?**



Activity - using events create a living graph, positives above the axis, negative below

**Was King Alfred really so great?**



Activity - Look at the achievements of Alfred place on the spectrum of whether each is great, not so, etc. Use this to write an overview of your conclusions

**How effective was Anglo Saxon justice?**



Activity - explore the main 8 types of punishment. Each group puts on a short re-enactment for the other groups to guess. Crime and punishment board game

**Were Anglo Saxon times really 'dark' ages?**



Activity - chn to consider and discuss the fact cards. Sort into achievements and failures, did they have more success/mix/dark. Write a summary paragraph explaining what you think, include the evidence to support

## Topic key questions



**What are these artefacts from? Immersion lesson**  
Activity - Slow reveal photos of coal and tools, VR Welsh mining - what do chn think it is? Why might we learn about this? Discussion, generate questions, make connections to today's tools & mining as it is today

**Why was mining so important and why this area?**



Activity - link to the invention of the steam engine. Important in this area as lots of coal under the surface, created towns, jobs, income for the area. Create a spiral - mine at heart, next row is coal, jobs, towns, industry and infra structure etc

**How did methods and tools change over the years?**



Activity - Consider the techniques, using photos of tools and mining equipment, compare and contrast. How might this have helped or created changes in the way we mined - safer/more cost effective?

**What were children's roles in the mine?**



Activity - use the evidence and sources to highlight the dangers to children whilst working in the mines. Record

**Why did the miners strike over the years?**



Activity - consider conditions, pay, hours, greedy mine owner. Compare with the consequences of striking - no pay, no income, workers turning against each other, police conflict- Role play would the chn strike if they were miners

**What led to the mining industry decline?**



Activity - chn to brain storm and research - including current day reasons eg cleaner energy, climate change Mind map some reasons. Chn then consider which they think is the main reason and write short paragraph to sum up topic

<p><b>Comparisons to then and now</b></p> <p>The legacy the Romans left us with, for example roads, trade, central heating</p>	<p><b>Comparisons to then and now</b></p> <p>Anglo Saxons had a system of fines for crimes, the same as we still do today          Anglo Saxons formed the basis of the monarchy and law making that we have          The counties boundaries we have today, were mostly established by the Anglo Saxons</p>	<p><b>Comparison to then and now</b></p> <p>Whilst our mining industry in this country has declined, other countries continue to mine.          When coal was discovered, it was considered to be a great new sustainable resource. The same as we consider solar and wind energy today</p>
<p><b>School artefacts</b></p> <p>Helmets shields chain mail armour          Shoes sponge on a stick spoon brooch          Romulus and Remus plaque Roman coins Roman horse toy honey pot boys sandals</p>	<p><b>School artefacts</b></p> <p>Runes x 2 comb needle hoard necklace horn mug          Childs drinking cup oil lamp Celtic plaque Celtic brooch Celtic bucket handles Saxon comb Hoard necklace</p>	<p><b>School artefacts</b></p> <p>Trip to Apedale Mine</p>
<p><b>National curriculum.</b></p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They begin to note connections and develop the appropriate use of historical terms. They begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b>National curriculum</b></p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They begin to note connections and develop the appropriate use of historical terms. They begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b>National curriculum</b></p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They begin to note connections and develop the appropriate use of historical terms. They begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

## Ofsted latest guidance of learning

**TOPIC: Substantive Knowledge or first order concepts (The substance of the topic, facts and context. The aspects of the topic you will teach) For example: people, events, ideas**

### Topic knowledge

Pupils need a rich knowledge of the period, place, society,  
(Who, where, when, what)

### Chronological knowledge

Pupils need a secure overview of major developments and periods to contextualise their new learning. Children can see where events or features of a period 'fit in'.

In KS2 learn secure narrative across and within periods. (Use of timelines to discuss and compare)

### Knowledge of substantive concepts

For example:

Monarchy, civilisation,  
parliament, democracy, tax,

**TOPIC: Disciplinary knowledge or second order concepts (How historians learn about the past and form their arguments)**

<b>Cause and consequence</b> How historians construct arguments about causes and consequences of events	<b>Change and continuity</b> How historians construct arguments about the nature, pace and extent of change in the past	<b>Historical significance</b> How historians attribute significance to past events, people, deeming them worthy of study and attention	<b>Similarity and difference</b> How historians construct arguments about the similarity and differences between places, people and groups in the past	<b>Sources and evidence</b> How historians use evidence to answer questions about the past	<b>Interpretations</b> How historians construct the accounts of the past, including how and why these can differ
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### Key vocabulary for children

Romulus and Remus	Mythical brothers who fought to found a city - Rome
Celts	The name given to the collection of different tribes who lived in Britain, before the invasion of the Romans

### Key vocabulary for children

Anglo Saxon	Name given to a variety of different tribes who invaded Britain from mainland Europe following the retreat of the Romans
The Heptarchy	Refers to the seven Kingdoms of Northumbria, Mercia, East Anglia, Essex, Sussex, Wessex and Kent

### Key vocabulary for children

Corf	An early tub or basket used to bring the coal up in the early days
Coal	Black fossil fuel found naturally in the ground
Ventilation	System of getting fresh air into mine and removing the stale air

Legionary	Male citizen of Rome who fought in the heavily armed legions of the Roman army
Centurion	Leaders of a Roman century made up of 80 soldiers
Boudicca	British queen of the Iceni tribe
Trade	Imports included: coins, pottery, olive oil, wine, olives, salt, fish & glass. Exports included metals (silver, gold, lead, iron & copper) salt and agricultural produce
Economy	Mining and agriculture generated finances. By the 3 <sup>rd</sup> century, Britain's economy was diverse and well established
Settlements	Romans established a number of important settlements, many of which still survive. They introduced the idea of a town as a centre of power and administration
Religion	Druids were outlawed by Claudius, however Britons continued to worship in Celtic deities. Christianity was introduced in 200AD in Britain

Paganism	MultiOgod religion practised in Northern Europe. Later replaced by Christianity
Woden	One eyed king og the pagan gods known for his wisdom. Wednesday is named after him
Frige	Queen of the pagan gods, protected the home, marriage and pregnant women. Friday is named after her
Runes	The alphabet used by the Anglo Saxons to write
Sutton Hoo	Archaeological excavation of an Anglo-Saxon burial site in Suffolk
Thane	Village leader
Fertile land	Good for growing crops
Missionary	A person of faith sent to spread the word about their religion

Trappers	A child who opened and closed door to help the air flow and ventilate the mine
Cage	The lift used to take people up and down to the mine and coal face
Coal face	Underground where the miners would mine and dig for the coal
Roof collapse	The roof of the mine would collapse into the mine itself
Davy safety lamp	A safety lamp designed to be used in flammable atmospheres
Mine	Pit or tunnel from which minerals are taken
Steam engines	Used the power of steam to operate machines
Strike	Miners refused to work
Banksmen	The person at the top responsible for loading and unloading people from the cage
Shaft	Vertical tunnel with leads from the surface underground to the underground roadways
Motty	Iron tags attached to how much coal each miner had dug, their pay was based on how much coal they dug

Key dates and events	
54BC	Julius Caesar first invades Britain
43AD	Roman army lands in Britain, successful invasion ordered by Claudius
51AD	Iceni revolt against the Romans, led by Boudicca
79AD	Eruption of Mount Vesuvius

Key dates and events	
396-398AD	Scots, Picts and Anglo's constantly raid Britain
410AD	Last of the Romans leave Britain
430AD	First Christian church is built in Britain, Whithorn Scotland
450AD	German Saxons settle in Kent. Anglo Saxons start to settle alongside the Britons

Key dates and events	
1815	Davy safety lamp is invented and tested in 1816 at Hebburn colliery
1825	The railways were introduced
1838	Coal production reaches 31 million tons
1842	Coal Mine Act

122AD	Construction of Hadrian's wall	516AD	Battle of Mount Badon	1843	First electric coal cutting machine introduced in Yorkshire
200AD	Introduction of Christianity	570AD	The 7 Kingdoms emerge (the Heptarchy)	1913	Peak coal production, reaching 247 million tons
306AD	Constantine proclaimed emperor of York	597AD	St Augustine brings Christianity to Britain from Rome	1921	Peak employment
406AD	Suevi, Alans, Vandals and Burgundians attack Gaul and break contact between Rome and Britain. Remaining Roman army in Britain mutinies (refuse to obey orders from their officers)	600AD	First Law Code written in English in Aethelbert's kingdom in Kent	1924	Introduction of pit ponies
408AD	Devastating attacks by the Picts, Scots and Saxons	613AD	Northumbrian Kings rule over most of England	1926	First worker strike against wage cuts
409AD	Britons expel Roman officials and fight for themselves	664AD	Synod of Whitby held (assembly of church clergymen)	1945	National Union of Mineworkers is formed to look after the rights of miners
410AD	Britain is independent	757AD	Offa becomes king of Mercia and arguably the first king of all of Britain	1947	Coal industry is nationalised, private landowners no longer run the mines (NCB)
		789AD	First recorded Viking attack (Dorset)	1954	Mines and Quarries Act to improve safety
		793AD	Vikings attack Lindisfarne	1985-1986	Miner's strike - this impacts the whole country
		867-878AD	Series of Viking raids and attacks	2007	Mines start to be inspected to check they are up to standards
		886AD	Vikings and King Alfred divide Britain up	2015	Coal production is down to 8.1 million tons
		1066AD	Norman's invade conquering Britain and ending Anglo Saxon rule	2018	There are only 3 underground mines and 8 surface mines still running

#### Cross curriculum links

Geography (locations/landscapes)

Music (through the ages)

Literacy (spoken word, writing)

Maths (concept of time)

PE dance through the ages

Computing VR

Science materials