

## History Curriculum Coverage Year 4

Progression		Intent		Implementation		Impact	
Skills the children should already have	Autumn 1 Ancient Greece	Spring 2 Stone Age to Iron Age	Summer 2 Tudors	How will this be taught?	What skills knowledge will children have acquired?	Key vocabulary	Key Questions
<p><i>To be able to compare different times in history.</i></p> <p><i>To understand chronology.</i></p> <p><i>To describe environments and creatures from a different time period.</i></p> <p><i>To research historical events.</i></p> <p><i>To understand and explain significant historical events.</i></p> <p><i>To understand there may be different accounts of the same events.</i></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>NC – Construct responses, selecting and organising information. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions.</b></p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p><b>NC - Develop a chronologically secure understanding of British history. note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</b></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>NC – Develop a chronologically secure understanding of British history. Develop appropriate use of historical terms. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions.</b></p>	<p>Enquiry: detective work; questioning, investigating, discussing possibilities</p> <p>Oral history, eye-witness accounts, memories</p> <p>Story: the narrative of history</p> <p>Observation: of artefacts and pictures</p> <p>Drama and role-play to foster imagination and empathy</p> <p>Time traveler visits</p> <p>Time capsule</p>	<p>Understand chronology of significant civilisations and ruling dynasties.</p> <p>To compare different times in history.</p> <p>To describe places from a different time period.</p> <p>To research historical events.</p> <p>To research ancient historical civilisations and understand how they impact the modern world.</p>	<p>Acropolis, Athens, assembly, city-state, democracy, hoplite, Olympics, Sparta, trireme.</p> <p>BC, farmers, hillforts, prehistoric, smelting, travellers, Skara Brae, Stonehenge,</p> <p>America, colony, galleon, Native American, new world, Pilgrim Fathers, pirate, privateer, Queen Elizabeth I, Roanoke, scurvy, Sir Francis Drake, Sir Walter Raleigh, spices, tobacco.</p>	<p>When and where was the ancient Greek civilisation? What was the difference between Athens and Sparta? What was ancient Greek warfare like? How was Greece governed? What was daily life like in Ancient Greece? How has ancient Greece influenced the world?</p> <p>What does prehistoric mean? What was prehistoric Britain like (food, tools etc...)? How was it different to today? What can we learn from Stone Age relics? When did the Stone Age end? How did life change through the Bronze Age to the Iron Age?</p> <p>What are the differences between a Tudor map and a modern-day map of the world? Why did people explore? What was life like on board a ship? Who were privateers? Why did Tudor people settle in America? What was the effect of settlement in America?</p>