

## Year 4 History Curriculum Overview

Term	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Year Group Theme</b>	ITERU		TECTONIC		HEPTARCHY	
<b>Subject Focus</b>	Ancient Egypt-daily life and the traditions around death				Anglo-Saxons and Vikings-invasion and kingdoms	
<b>Essential Questions/ Key concepts</b>	How do you survive in a desert? What did people believe happened when you died? Is it ok to disturb the dead? Absolute monarchy-Empire-Nobility-Archaeology-Legacy-Civilisation				What is a nation? What is a kingdom? What are the duties of a king/queen? Can power be taken? Kingdoms-Nation-Folk-Village-Power-Border	
<b>National curriculum-knowledge and skills</b>	-know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses				-Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	

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	- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		-know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world -gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
<b>Spark, Trips, Visitors, events</b>	Norwich Castle-A day with the Egyptians / British Museum / Fitzwilliam Museum		Sutton Hoo/West Stow
<b>Diversity/PSHE links</b>	How do we mark people’s deaths? How do we remember people who have gone? The legacy of African peoples		Links to migration and improving lives by travelling to an unfamiliar place
<b>Maestro/Cross-curricular links</b>	Pharaohs Sow, Grow and Farm		Invasion Links to human geography, maps of the UK and East Anglia. Find the Danelaw and the Heptarchy, find the borders of the kingdoms and compare to today’s counties. Look at the way villages were self-sufficient and where they were sited and how towns developed and grew. Look at the toponymy of different parts of the UK. (Compare Anglo-Saxon influence (several hundred years) vs Viking influence (much shorter)
<b>Key vocabulary</b>	Archaeologist, afterlife, curse, Giza, hierarchy, hieroglyph, pyramid, ritual, Rosetta Stone, sphinx, tomb, Valley of the Kings, vizier, pharaoh, irrigation, climate, livestock, fertile / fertilizer, rotation		Christianity, conquer, Danegeld, invasion, monastery, monk, pagan, raid, reeve, Scandinavia, wattle and daub
<b>Skills progression</b>	<ul style="list-style-type: none"> <li>● <b>4a</b> When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied</li> <li>● <b>4b</b> I can place a number of events, objects, themes and people from topics I have studied on a timeline</li> <li>● <b>4c</b> I can use some dates and historical period terms.</li> <li>● <b>4d</b> I can describe some changes in the historical period I am studying</li> </ul>		

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	<ul style="list-style-type: none"> <li>● <b>4e</b> I can describe similarities and differences between some people, events and beliefs in the period of history I am studying</li> <li>● <b>4f</b> I can suggest reasons for and results of people's actions and events</li> <li>● <b>4g</b> I can suggest which people were historically important</li> <li>● <b>4h</b> I can comment on the usefulness and accuracy of different sources of evidence</li> <li>● <b>4i</b> I can identify primary and secondary sources of evidence</li> <li>● <b>4j</b> In my written work, I try to: +organise my answers well, +state my conclusions, +give reasons for my ideas, +use some dates and historical terms</li> </ul>		
<b>Prior knowledge check</b>	Where is Egypt? What do you know about the pyramids? What do you know about hieroglyphs? How long ago was Ancient Egypt? How long did it last?		Who were the Anglo-Saxons and Vikings? How long ago was this? Where did they live? What else was going on at the same time?
<b>Assessment</b>	<p><b>By the age of 9:</b></p> <p>What do you know about people in the past from Thetford/Norfolk? · What do you know about people in the past in Britain? Tell me what you know about _____?</p> <p>What do you know about people in the past from _____? Tell me what you know about _____?</p> <p>Can you put these things in the order that they happened?</p> <p>What are some of the main achievements of _____? What changed during the time of the _____?</p> <p>What are the similarities and differences between _____ and _____?</p> <p>Why do you think _____ happened during _____?</p> <p>What do _____ and _____ have in common?</p> <p>How do we know about this period? What does this object tell you about the _____?</p> <p>Can you use this _____ to tell me about _____? Which is the best source to help you answer the question?</p>		