

YEAR 4

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL UNDERSTANDING Aim 1, 2	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Past and Present ELG Understand the past through settings, characters and events encountered in books read in class and storytelling.	Sequence events, artefacts/objects, photographs in order of time. Remember parts of stories and memories about the past.	Sequence events, artefacts/objects, photographs closer together in time. Remember parts of stories and memories about the past in increasing depth. Place events on a simple timeline , adding times previously studied.	Begin to use words and phrases such as century and decade to aid chronological understanding . Understand timelines can be divided in BC and AD . Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.	Place period of study onto timeline, adding times previously studied using BC and AD. Place events from a period of time into a timeline. Use words and phrases such as century, decade to aid chronological understanding .	Draw and place a timeline with different time periods outlined. Confidently use words and phrases such as century, decade to aid chronological understanding.	Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding.
COMMUNICATE HISTORICALLY Aim 3	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Past and Present ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings,	Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago . Introduce them to the words: chronology, chronological order and parliament .	Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago. Continue to gain understanding of words: chronology, chronological order, parliament and peasantry .	Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade .	Refer to previous years with addition of: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade .	Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade .	Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade .

	characters and events encountered in books read in class and storytelling.						
HISTORICAL CONCEPTS Aim 4	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Cause and consequence: Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. Similarities and differences: Begin to identify similarities and differences between the past and present. Significance: Begin to identify who was important based on specific historical events.</p>	<p>Cause and consequence: Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. Similarities and differences: Identify similarities and differences between the past and present. Significance: Identify who was important based on specific historical events and begin to understand why.</p>	<p>Cause and consequence: Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Similarities and differences: Identify similarities and differences between ways of life in different periods. Significance: Identify who was important based on specific historical events and why.</p>	<p>Cause and consequence: Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Similarities and differences: Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Identify and begin to describe significant people and events in the period of study.</p>	<p>Cause and consequence: Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. Similarities and differences: Show an increased understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p>Cause and consequence: Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). Similarities and differences: Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
HISTORICAL ENQUIRY Aim 5	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p>	<p>With support, find information to ask and answer simple questions about the past using sources such as artefacts and photographs.</p>	<p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study.</p>	<p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts.</p>	<p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering</p>

	Understand the past through settings, characters and events encountered in books read in class and storytelling.				Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.	Independently select and record information relevant to the study. Use the library and internet for research.	aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.
INTERPRETING HISTORY Aim 6	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as pictures/photographs of people/events in the past.	Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of people/events in the past.	Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different versions of the same story. Look at representations of the period – museum, cartoon etc.	Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge. Look at representations of the period – museum, cartoon etc.	Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Look at representations of the period – museum, cartoon etc.	Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at representations of the period – museum, cartoon etc.

COMPOSITES

The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

COMPONENTS

	1	2	3	4	5	6	End Point
	What can I discover from artefacts?	Can I place Ancient Egypt in a historical context?	How was the River Nile important to Ancient Egyptians?	What was life like for different people in Ancient Egypt?	Who were the Ancient Egyptian Pharaohs?	How and why did the Ancient Egyptians use mummification?	To know when the Ancient Egyptians were alive and start to understand some key features of Ancient Egyptian life.
CONCEPTS Link to concept map	Communities and Culture	Communities and Culture	Communities and Culture	Communities and Culture	Communities and Culture	Communities and Culture	To begin to have an understanding of the Ancient Egyptian civilisation.
SKILLS	Use evidence to build up a picture of a past event.	Place period of study onto timeline, adding times previously	Begin to independently select and record information	Suggest where we might find answers to questions,	Identify and begin to describe significant people	Identify similarities and differences between different periods in	To begin to use sources and information to build

		<p>studied using BC and AD.</p> <p>Place events from a period of time into a timeline.</p> <p>Use words and phrases such as century, decade to aid chronological understanding.</p>	relevant to the study	<p>considering a range of sources</p> <p>Look at representations of the period – museum, cartoon etc.</p>	<p>and events in the period of study.</p> <p>Begin to independently select and record information relevant to the study.</p>	<p>further depth e.g. social, belief, local, individual.</p>	up a picture of life in Ancient Egypt.
<p>KNOWLEDGE ..\..\..\Hubs\Understanding the World\2 History\Knowledge Organisers\Year 4 Ancient Egypt Knowledge Organiser.pdf</p>	To know that artefacts tell us about the past.	To know how to place Ancient Egypt in a historical context.	To know why the Ancient Egyptian civilisation was located around the River Nile	To know which types of jobs existed in Ancient Egypt.	To know the role of a pharaoh.	To know what the process of mummification was and some of the beliefs held regarding afterlife.	To know when the Ancient Egyptian civilisation was and to know some of the key features of Ancient Egyptian life.
LESSON LINK	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
PROGRESSIVE VOCABULARY	<p>artefacts</p> <p>ancient civilization</p> <p>past</p> <p>source</p> <p>evidence</p>	<p>chronology</p> <p>bc</p> <p>ad</p> <p>ancient civilisation</p> <p>timeline</p>	<p>settlement</p> <p>landscape</p> <p>provisions</p> <p>agriculture</p>	<p>similarities</p> <p>differences</p> <p>hierarchy</p>	<p>Pharaoh</p> <p>leader</p> <p>kingdom</p>	<p>mummification</p> <p>canopic jar</p> <p>afterlife</p> <p>belief</p> <p>embalm</p>	To accurately apply subject specific vocabulary.
CURRICULUM EXPERIENCES				Top Trumps of Ancient Egyptian jobs.		Mummifying an orange	
END POINT	To use artefacts to begin to build a picture about who the Ancient Egyptians were.	To place Ancient Egypt on a timeline, in the context of other significant events.	To know and explain an understanding of the importance of the River Nile to Ancient Egyptians.	To learn through a range of sources what life was like for Ancient Egyptians.	To know the role of a pharaoh and to learn about a range of Egyptian pharaohs.	To understand the process of mummification and consider some of the beliefs that Ancient Egyptian had on afterlife.	Links back to the National Curriculum, children to be able to understand where and when Ancient Egyptians lived and to start to understand a few features of Ancient Egyptian life.

BIRCHINGTON



CHURCH OF ENGLAND PRIMARY