

# YEAR 4

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

	characters and events encountered in books read in class and storytelling.						
<b>HISTORICAL CONCEPTS Aim 4</b>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p><b>Past and Present ELG</b></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><b>Cause and consequence:</b> Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. <b>Similarities and differences:</b> Begin to identify similarities and differences between the past and present. <b>Significance:</b> Begin to identify who was important based on specific historical events.</p>	<p><b>Cause and consequence:</b> Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. <b>Similarities and differences:</b> Identify similarities and differences between the past and present. <b>Significance:</b> Identify who was important based on specific historical events and begin to understand why.</p>	<p><b>Cause and consequence:</b> 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. <b>Similarities and differences:</b> Identify similarities and differences between ways of life in different periods. <b>Significance:</b> Identify who was important based on specific historical events and why.</p>	<p><b>Cause and consequence:</b> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. <b>Similarities and differences:</b> Identify similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b> <b>Significance:</b> Identify and begin to describe significant people and events in the period of study.</p>	<p><b>Cause and consequence:</b> 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. <b>Similarities and differences:</b> Show an increased understanding of similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b> <b>Significance:</b> Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p><b>Cause and consequence:</b> 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). <b>Similarities and differences:</b> Show a clear understanding of similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b> <b>Significance:</b> Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
<b>HISTORICAL ENQUIRY Aim 5</b>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p><b>Past and Present ELG</b></p>	<p>With support, find information to ask and answer simple questions about the past using sources such as <b>artefacts</b> 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.				<b>Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</b>	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.
<b>INTERPRETING HISTORY Aim 6</b>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></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 <b>compare sources</b> 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. <b>Discuss and compare the reliability</b> 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 <b>representations of the period</b> – museum, cartoon etc.	<b>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</b> – 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 <b>representations of the period</b> – museum, cartoon etc.	Work out how conclusions were arrived at by linking sources and be aware that different <b>evidence</b> will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at <b>representations of the period</b> – 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
	How did the Ancient Egyptians write?	Who did the Ancient Egyptians worship?	How did the Ancient Egyptians build the pyramids?	What did the Ancient Egyptians do for fun?	Why is Tutankhamun's tomb important?	Who was Cleopatra and how is she remembered?	To recognise some of the key achievements and developments of the Ancient Egyptian civilisation.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	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.
<b>SKILLS</b>	Identify similarities and differences between different	Identify similarities and differences between different	Identify some of the results of historical events,	Suggest where we might find answers to questions, considering a range of sources.	Identify and begin to describe significant people and events in the period of study.	Identify and begin to describe significant people	To identify similarities and differences between different

	periods in further depth e.g. social, belief, local, individual.	periods in further depth e.g. social, belief, local, individual.	situations and changes.  Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual.	Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual.	Be aware that different versions of the past may exist and suggest reasons for this.	and events in the period of study.  Be aware that different versions of the past may exist and suggest reasons for this.	periods (reflecting on achievements in Ancient Egypt and whether there are similarities with modern day) and to build an awareness of different versions of the past and why this may be.
<b>KNOWLEDGE</b> <a href="#">..\..\..\..\Hubs\Understanding the World2 History\Knowledge Organisers\Year 4 Ancient Egypt Knowledge Organiser.pdf</a>	To know how Ancient Egyptians wrote.	To know that the Egyptians worshipped lots of Gods and to recognise some of the reasons why these gods were important.	To know some of the methods used to build the pyramids.	To know some examples of games and pastimes that Ancient Egyptians enjoyed.	To know when Tutankhamun's tomb was excavated and the significance of its finding.	To know who Cleopatra was. To know there are differing accounts of her legacy.	To know some of the achievements of the Ancient Egyptian civilisation and to be aware that there may be differing accounts of events.
<b>LESSON LINK</b>	<a href="#">Lesson 7</a>	<a href="#">Lesson 8</a>	<a href="#">Lesson 9</a>	<a href="#">Lesson 10</a>	<a href="#">Lesson 11</a>	<a href="#">Lesson 12</a>	
<b>PROGRESSIVE VOCABULARY</b>	hieroglyphics cartouche Rosetta stone	gods worship Ra Anubis Osiris Nut and Geb Sekhmet Thoth Isis	pyramid monument	pastimes similarities differences	Tutankhamun Howard Carter discovery pyramid archaeologist	sources different legacy Pharaoh	To accurately apply subject specific vocabulary.
<b>CURRICULUM EXPERIENCES</b>						Drama- frieze frame of Cleopatra's life story.	

<b>END POINT</b>	To know when Egyptians developed hieroglyphics and how they were used.	To know who the Ancient Egyptians worshipped and why these Gods were important.	To know some of the methods used by the Ancient Egyptians to build the pyramids.	To know some of the games and past times that Ancient Egyptians did for fun.	To know the importance of Tutankahmun's tomb.	To know some facts about Cleopatra and to consider different versions of her legacy and why those different versions may exist.	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.
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