

YEAR 4

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>CHRONOLOGICAL UNDERSTANDING Aim 1, 2</p>	<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>	<p>Sequence events, artefacts/objects, photographs in order of time.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Sequence events, artefacts/objects, photographs closer together in time.</p> <p>Remember parts of stories and memories about the past in increasing depth. Place events on a simple timeline, adding times previously studied.</p>	<p>Begin to use words and phrases such as century and decade to aid chronological understanding.</p> <p>Understand timelines can be divided in BC and AD.</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 century, decade to aid chronological understanding.</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>COMMUNICATE HISTORICALLY Aim 3</p>	<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,</p>	<p>Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Introduce them to the words: chronology, chronological order and parliament.</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: chronology, chronological order, parliament and peasantry.</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: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.</p>	<p>Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade.</p>

	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

Changes in Britain from the Stone Age to the Iron Age

COMPONENTS

	1	2	3	4	5	6.	End Point
	What does pre-history mean?	How did people survive in the Stone Age?	What can we learn from cave art?	What kind of sources tell us about the Stone Age?	What was Skara Brae?	How does evidence about Stonehenge give us different answers about the past?	To place the Stone Age on a timeline, to begin to know how people survived in the Stone Age, considering features of the civilisation.
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 changes in Britain from Stone Age to the Iron Age.

SKILLS	Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts.	Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts.	Use a range of sources to find out about a period.	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.	With support, select and record information relevant to the study. Use the library and internet for research.	Be aware that different versions of the past may exist and start to suggest reasons for this. Use the library and internet for research. Independently ask and answer questions about the past.	To use a range of sources and evidence in order to build up a picture of the Stone Age era, considering that sources may differ in and starting to understand why.
KNOWLEDGE ..\..\..\Hubs\Understanding the World\2 History\Knowledge Organisers\Year 4 Knowledge Organiser Stone Age to Iron aGE.pdf	To know what is meant by pre-history. To place Stone Age on a timeline. To know that Stone Age is prior to recorded information (written, photographic)	To consider some of the ways that people met basic needs in the Stone Age.	To know that Stone Age was before recorded information. To know that cave paintings are some of the few pieces of evidence of Stone Age life.	To know what sources there are that tell us about Stone Age.	To find out how people lived in the Stone Age era through researching Skara Brae.	To use evidence to suggest why Stonehenge may have been built. To know there are differing ideas and accounts.	To know that Stone Age was prehistoric, to know that while there is little evidence of the Stone Age era there are still some sources that can be used to deduce information. To know there are differing ideas and accounts of what the Stone Age era was like.
LESSON LINK	Term 5 and 6\Lesson 1	Term 5 and 6\Lesson 2	Term 5 and 6\Lesson 3	Term 5 and 6\Lesson 4	Term 5 and 6\Lesson 5	Term 5 and 6\Lesson 6	
PROGRESSIVE VOCABULARY	prehistory chronology Stone Age Iron Age Bronze Age chronological order	prehistory Stone age hunter gatherer	Stone Age hunter gatherer cave paintings	prehistory Stone Age evidence deduce source	prehistory Stone Age Neolithic Skara Brae research	prehistory Stone Age Stonehenge evidence theories monument Druid	To accurately apply subject specific vocabulary.
CURRICULUM EXPERIENCES							
END POINT	To know that the Stone Age era was a prehistoric era so there is little	To use evidence to begin to consider how people met their basic	To know that cave paintings are used by historians to learn about	To know that there are some artefacts which can tell us about the	To find out how people lived in the Stone Age era through researching the settlement of	To know that there are different theories and ideas around key evidence of the Stone Age era, specifically looking at	Links back to the National Curriculum, children to be able to understand some of the key features of the Stone Age era.

	evidence of the time. To place Stone Age on a timeline.	needs during the Stone Age era.	Stone Age. To see what we can learn ourselves from cave paintings.	Stone Age era. To deduce how or why these artefacts may have been used by Stone Age people.	Skara Brae and what evidence was left there.	the evidence around the Stonehenge monument and asking and attempting to answer questions about it.	
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