

**Shevington Federation of Schools
Schemes of Work**

HISTORY

YEAR GROUP: 4

Y4 children will learn :	Autumn	Spring	Summer
CHRONOLOGICAL UNDERSTANDING			
To place events from period studied on a timeline using dates accurately			
To use terms related to the period and begin to date events Eg use vocab that is specific to the Tudors			
To begin to divide recent history up to the present using 21 st century and the past 19 th and 20 th century vocabulary			
To develop specific vocab such as BC and AD and use it in their discussions			
To make some comparisons between 19 th and 20 th century life and to that of the 21 st century and begin to suggest why there are differences			
KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES			
To understand the terms attitudes and beliefs			
To investigate the attitudes and beliefs of the different times studied			
To explore using a range of drama techniques to develop the skill of empathy			
To understand the term cause and effect linked to their present lives			
To create timelines that displays key events and the causes and effects of an event.			
HISTORICAL INTERPRETATION			
To begin to identify a range of primary sources of evidence			
To begin to identify a range of secondary sources of evidence			
To begin to evaluate the validity of each type and its reliability			
To raise a question independently about the artefact noticing small details and begin to think whether the question will tell you more about the period of history which can be researched			
HISTORICAL ENQUIRY			
Use the library and e-learning resources for research to follow a line of enquiry to answer a question raised with a partner- to use contents/index to narrow the search			
To practise the skills of raising questions from Y3 and to ensure that questions are relevant to the key theme being studied (To ask questions about sources using 'who' 'what' 'when' 'why' and 'how' and also 'What if.....')			
To be able to make simple deductions about the use of an artefact from handling carefully objects from the past. (Often done on visits to museums or historical places)			
To begin to pick out the key facts in a piece of evidence relevant to the needs of the area of study.			
To note any differences in the facts when studying periods and bring them to the class for discussion.			
To understand and use a glossary in a non-fiction book			
To begin to consider some reasons as a class as to why changes			

have taken place through history Eg Why are we still not using horses and carts to get around?			
COMMUNICATION			
To begin to consider the audience and then consider the appropriate method of communication			
To extend the written work to include dates and specific vocabulary			
To begin to question why events happen- begin with lives in school today so pupils experience concrete ideas. Eg Why do we have playtimes and what impact does it have on our learning?			
To begin to question simply why events in the period of history being studied happen .			
To use museum and gallery visits to notice and analyse how information is displayed and conveyed to the visitor and be able to explain what they see/hear			
To be able to order the periods of history already studied up to Y4 on a timeline using dates.			
BREADTH OF STUDY			
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo Saxons and Scots • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • The achievements of the earliest civilizations • An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece - a study of Greek life and achievements and their influence on the western world • A non - European society that provides contrasts with British history. One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 			