



Year 4 History Curriculum Overview

The Big Picture

Almost three millennia after it was first ignited, the Olympic flame is burning brighter than ever. This unit will introduce children to the evolution of Ancient Greece and along with it, the Olympic Games. We want children to understand that despite being an ancient civilisation, we still hold some of their traditions even today. The Olympic Games has always been a sign of peace and unity and brings to world together to celebrate sporting achievements. This was still the case in Ancient Greece.

As we continue our curriculum through time, we want children to see the sophisticated way in which societies developed with the invention of government and democracy as well as the written evolution of manuscripts and the written word.

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and children will have studied significant people and be able to use historical language to explain this.

Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. They will also understand what artefacts are and that they are often kept in museums.

Children will be beginning to understand the monarchy and important figure heads within this.

Children will understand pre-history and how that developed into early civilisations like Ancient Egypt.

Year 4 History – Bringing Home Bronze & Success with Silver

NC objectives – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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.

Key unit objectives

Know about the main events, dates and characteristics of the past societies they have studied

Understand how historians gathered information about Ancient Greece and how we know what life was like

Know how and explain why Ancient Greece was considered to be ahead of other civilisations of the time.

To understand that enquiry is when we ask questions about the past.

Recognise the roles of men and women, e.g. schooling etc

Understand the term 'governance' and how Ancient Greece impacted this

To use a range of sources to compare Ancient Greece to the Iron Age.

To identify and discuss the differences in Bronze/Iron Age settlements compared to Ancient Greek settlements.

To compare what life must have been like in the Ancient Greek times to present day Greece.

Use sources to draw a range of questions i.e Why did they create the Olympics Games?

Discuss why the Olympic games came to end during Ancient Greek times and how people in power put a stop to the games.

Be able to gather information from simple sources

Be able to use their knowledge and understanding to answer simple questions about the past and about changes

Key vocabulary and understanding for concept connectors

Ancient Greeks created an alphabet and wrote stories, plays and manuscripts.

The Olympic Games were created in honour of **Zeus** – the king of gods.

The Olympic Games stopped under a **Roman** rule.

Ancient Greece created **government** styles to rule.

Democracy is where a whole population can vote.

Key Questions

Why were the Olympic Games so important?

What did the Ancient Greeks create that we still use today?

How was life different during Ancient Greek times and Iron Age times?

Key Texts

The Ancient Greek Mysteries – Saviour Pirota

Beast of Olympus: Beast Keeper – Lucy Coats

So You Think You've Got it Bad? A Kid's Life in Ancient Greece – Chae Strathie



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In this unit, children will move away from the chronological study of history and will learn about this unit to help embed their understanding of science units taught. Children will have learnt about electricity and using this unit, they will be able to understand how electricity changed the way we live today. Children will look at more recent history and the evolution of the railway system in this country and how it has helped us connect our small island with the rest of the world. Children will learn how people used the trains over time and their importance in major events such as World War 2 for evacuation. Children will learn how the railways specifically impacted our local area and how they continue to impact us today.

Year 4 History –
All Aboard

NC objectives – Key Stage 2

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In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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What do we already know?

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Children will be beginning to understand the monarchy and important figure heads within this – such as Queen Victoria during the Victoria Era.

Children will understand pre-history and can work through time to see how changes occurred.

Key unit objectives

- To use timelines to ensure an understanding of BC / AD times.
- To know AD stands for Anno Domini (in the year of our lord) and begins with year 1.
- To know who George Stephenson was and why his innovations were important.
- To use a variety of primary and secondary sources to answer questions.
- To understand the impact railways had on people's lives.
- To interpret primary and secondary sources to begin to understand reliability.
- To compare life with railways to previous periods in time and how this would have impacted them.
- To understand the impact the Victorian Era had on our lives today.
- To understand the risks that were involved in creating railway lines.
- To compare lives during Victorian Era to modern day including themes such as industry and holidays.
- To understand the impact electricity had on the railway system.

Key vocabulary and understanding for concept connectors

AD stands for **Anno Domini** and begins with year 1.

George Stephenson was the **engineer** famous for building the **Locomotion No.1**. The first **steam train** to carry passengers in 1825. This was around the time of the **Victorian Era** when **Queen Victoria** became our **monarch** in 1837.

The first **inter-city** passenger railway line was built between Liverpool and Manchester.

Some historical **sources** were **biased**.

Newspapers were more easily read due to being **transported** quicker by railways.

The first electric train completed a journey on May 31st 1879.

Key Questions

- How did railways change our society?
- Who was George Stephenson and why was he important?
- How did railways impact our local area?

Key Texts

- The Railway Children – E Nesbit
- The Highland Falcon Theif – M.G Leonard, Sam Sedgman & Elisa Paganelli
- A range of non-fiction books to support with sources.