

## YEAR 4 History CURRICULUM

***Outlined below is the Year 4 History Curriculum which includes details of both the National Curriculum and the KPS Curriculum.  
The statutory guidance is taken from the Key Stage 2 History Curriculum.***

BRITISH HISTORY	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
	Changes in Britain from the Stone Age to the Iron Age.	Year 3	
	The Roman Empire and its impact on Britain	<p>Link this unit to earlier work on the Iron Age.</p> <p>Don't just look at the Roman invasion of AD 43 but look at events elsewhere in the Roman Empire to better understand the Romans' motivation in invading.</p> <p>Perhaps make more of a comparison between Caesar's invasion and Claudius'. What had changed inbetween? How did the situation within the larger Roman Empire explain why Claudius invaded?</p> <p>Boudica – why did she lead a revolt?</p> <p>You will need to look at the Romanisation of Britain. How far did the Romans change the life of the Britons during their period of occupation?</p> <p>Build the study around key questions:</p> <ul style="list-style-type: none"> <li>-Why on earth would Julius Caesar want to leave sunny Italy to invade cold Britain and what would he have found here? Chance to link back to work on Celts and Iron Age.</li> <li>-Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of the empire?</li> <li>-Why did Boudica stand up to the Romans and how do we remember her today?</li> <li>-How can we explain the power of the Roman army at this time? This brings in European dimension to the Roman Empire and is where work on Hadrian's Wall would feature.</li> <li>-What can we tell about Roman life from a study of this villa/fort? Case study of places such as Caerwent, Fishborne, Lullingstone.</li> <li>-How far did the Roman change the life of people living in Britain after the conquest?</li> </ul>	<p>Link to Geography – Which towns did the Romans build and how did they connect them? Compare past and present maps of the UK.</p>

	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
BROADER HISTORY	Britain's settlement by Anglo-Saxons and Scots	Year 5	
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 5	
	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.	Year 6	
	A local History study.	Year 6	
	The achievements of the earliest civilisations – 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.	Year 3	
	<b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.	A study of Greek life and achievements and their influence on the western world.  Link to study of the Roman Empire - legacies of Greece and Rome.	Link to Geography – study of a European region.  Link to Art – Greek pottery and ceramics. Link back to Ancient Egyptian pottery (year 3).
	A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of Baghdad c AD900; Mayan civilization c AD900; Benin (West Africa) c AD900 – 1300.	Year 5	

**\*Every classroom MUST have a time line that has all events and periods studied on it from previous years, then new ones can be added as the year goes on.**

**\*Devising key questions is crucial to provide exciting and worthwhile historical contexts in which to develop specific skills, conceptual understanding and awareness of the historical processes.**

**\*Pupils also need to see history as a matter of interpretation. The use of key questions really helps here if you phrase them in such a way as to make it obvious that a form of conceptual understanding or historical process is being developed eg. "What were factory conditions really like in Victorian times?" immediately suggests that there is a difference of opinion that needs resolution.**

**\*If the key questions are sharp and well-written then the teacher will have a clear focus for the learning.**

**\*A local history study can be from any locality, not just the school's immediate area.**

**\*When using historical evidence, ask:**

- 1. What we can see and can say for certain.***
- 2. What we think (our opinions, hypotheses).***
- 3. What we would like to find out.***

(The level, depth and sophistication of the children's responses to the picture or object should increase with age, so providing evidence of progression.)