

**Beit Shvidler Primary School – History skills progression document Year 4**



What are the aims and intentions of this curriculum? Year 4				
That children: That children understand the key themes which run through our curriculum: Civilisation and Society   Conflict and Invasion   Exploration and Invention   Hierarchy and Power   Significant Figures and Events				
Term	Topic	Knowledge	Skills	Assessment
Autumn	Who were the Ancient Greeks and what is their legacy?	Where Ancient Greece was and when the civilisation flourished? What was daily life like in Ancient Greece? What were the differences between the cities of Athens and Greece? Why were the Olympics started? Re-telling a classic story from Greek myth?	Skills: Historical Knowledge of Events, Change, Continuity and Significance: Find out about everyday lives of people studied in a period. Compare everyday life in other times with life today. Understand why people in earlier times made the choices they did, and how those choices may differ from our own. Explore why. Identify key features of a period. Identify reasonable explanations for some events.  Chronological Understanding: Place the time studied on a time line. Use dates within the period being studied and show them on the timeline.	

			<p>Using Evidence, Historical Investigations and Enquiry</p> <p>Use a range of evidence to find out about a period.</p> <p>Select and record information relevant to study.</p> <p>Begin to use the library and the internet for research.</p>		
Spring	How did the Romans conquer Britain and live there?	<p>To understand why the Romans wanted to invade Britain</p> <p>To understand the different invasion attempts in order to conquer Britain</p> <p>To understand why the Roman Army was successful and was considered a sophisticated army at the time.</p> <p>To understand the range of evidence available to find out about how the Celts were defeated.</p> <p>To understand who Boudicca was and why the Iceni army was defeated by the Romans.</p> <p>Why did the Roman Empire grow?</p> <p>To understand what the Romans did which is still of significance today.</p> <p>To use a variety of resources to obtain information about the Romans.</p>	<p>Skills:</p> <p>Chronological Understanding</p> <p>Place the time studied on a time line.</p> <p>Use dates within the period being studied and show them on the timeline.</p> <p>Sequence several events or artefacts within a period of time.</p> <p>Use historical sources to gain information about the Roman invasion.</p> <p>Use words related to the period and begin to date events.</p> <p>Historical Knowledge of Events, Change, Continuity and Significance</p> <p>Understand why people in earlier times made the choices they did, and how those choices may differ from our own.</p> <p>Explore why.</p>		

			<p>Identify key features of a period. Identify reasonable explanations for some events. Identify reasons and results for others' actions.</p> <p>Interpreting the Past Look at different representations of the past through different sources. Identify the differences between them. Give reasons for the differences. Evaluate the use of different sources</p> <p>Organisation and Communication About the Past Use appropriate vocabulary such as dates, time period, era, change, chronology</p>		
Summer	Who were the Maya People and where did they live?	<p>To find out where the Maya Civilization came from</p> <p>To learn about the four main periods of Maya history</p> <p>To compare the Maya timeline with other key events from British and World history</p> <p>To compare the different geographical regions of the Maya area.</p> <p>To appreciate the importance of trade in Maya culture.</p> <p>To explain how the Maya landscape shaped opportunities to trade.</p>	<p>Skills:</p> <p>Chronological Understanding Place the time studied on a time line. Use dates within the period being studied and show them on the timeline. Sequence several events or artefacts within a period of time. Use words related to the period and begin to date events.</p>		

		<p>To explain how the Maya people used the natural resources of the rainforest to their advantage</p> <p>To evaluate what key Maya sites tell us about city-states</p> <p>To give an example of a Maya city-state and describe some of the ruins found there</p> <p>To describe the features of Maya city-states</p> <p>To explore what historical evidence shows us about Maya ballgames</p> <p>To compare a Maya ballgame to familiar modern-day sports</p> <p>To explain why maize was so important to the Maya people for food and trade</p> <p>To compare Maya calendar cycles</p> <p>To interpret Maya numbers and glyphs relating to dates</p> <p>To explain the common purposes of different Maya calendars</p>	<p>Begin to understand terms such as BCE and AD</p> <p>Historical Knowledge of Events, Change, Continuity and Significance</p> <p>Identify key features of a period.</p> <p>Identify reasonable explanations for some events.</p> <p>Interpreting the past</p> <p>Look at different representations of the past through different sources.</p> <p>Identify the differences between them. Give reasons for the differences.</p> <p>Identify which evidence is available and give reasons as to why some evidence is more available than others.</p> <p>Using Evidence, Historical Investigations and Enquiry</p> <p>Use a range of evidence to find out about a period.</p> <p>Select and record information relevant to study.</p> <p>Begin to use the library and the internet for research</p> <p>Use more than one source of evidence to gain understanding.</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p>		
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