

## HISTORY CURRICULUM– YEAR 4

		Themes where these will be covered
Chronological Understanding	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history</p>	<p><u>Cycle A</u></p> <p>How did those stones get there? (Avebury/ Stonehenge)</p>
Knowledge and Understanding of events, people & changes in the past	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today</p>	<p>Can you find your voice? (Suffrage)</p> <p>Help or Hindrance? (History of technology)</p> <p><u>Cycle B</u></p> <p>Who lives in a house like this? (Vikings)</p>
Historical Interpretation	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Ten Sixty-six or 1066?</p> <p>What did the Greeks for us?</p>
Historical Enquiry	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	
Organisation & Communication	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	