

History Year 4

Know and understand the history of these islands	
Know and understand significant aspects of the history of the wider world	<ul style="list-style-type: none"> • The Achievements of the Earliest Civilisations: Ancient Egypt • Early Islamic Civilisation, including a study of Baghdad
These are National Curriculum statements	These can be used on curriculum star grids
<p style="color: #e67e22;">Understand where people and events fit into a chronological framework (including characteristic features of periods)</p> <p style="color: #34495e;">Developing a chronologically secure knowledge and understanding (including characteristic features of periods-cultural, economic, military, political, religious, social)</p> <p style="color: #34495e;"><i>Every year group should use age-appropriate timelines across and within periods to support in meeting these objectives</i></p>	<ul style="list-style-type: none"> • Use key dates as important markers of events • Know that not everybody in a particular period lived in the same way, understanding that there were different levels in society which affected people's experiences
<p style="color: #e67e22;">Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p style="color: #34495e;">Establish clear narratives within and across periods. Develop the appropriate use of historical terms</p>	<ul style="list-style-type: none"> • Know how historians identify connections within and across other time periods
<p style="color: #e67e22;">Identify similarities and differences between ways of life in different periods</p> <p style="color: #34495e;">Address and devise historically valid questions about similarity and difference</p> <p style="color: #34495e;"><i>In KS2, Y3 and Y5 will focus on similarity and difference.</i></p>	
<p style="color: #e67e22;">Understand changes within living memory</p> <p style="color: #34495e;">Address and devise historically valid questions about change and cause</p> <p style="color: #34495e;"><i>In KS2, Y4 and Y6 will focus on change and cause.</i></p>	<ul style="list-style-type: none"> • Use secure substantive knowledge to explain events giving several causes and adding extra details to each • Using secure substantive knowledge, identify changes over longer periods of time in response to a question • Using secure substantive knowledge, identify changes over shorter periods of time in response to a question
<p style="color: #e67e22;">Understand significant historical events, people and places in their own locality</p> <p style="color: #34495e;">Address and devise historically valid questions about significance</p> <p style="color: #34495e;"><i>In KS2, Y3 and Y5 will focus on significance.</i></p>	
<p style="color: #e67e22;">Identify different ways in which the past is represented</p> <p style="color: #34495e;">Understand how knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> • Understand how historians can use a range of sources to back up a historical claim

<p>In KS2, Y4 and Y6 will focus on different interpretations of a range of sources.</p>	
<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>When children have developed secure substantive knowledge of a time period, they will carry out at least one enquiry per unit. They will create their own enquiry question, although creating the question may be guided by the teacher e.g. focus on a specific topic or based upon specific sources available</p>	<ul style="list-style-type: none"> • During enquiries based on secure substantive knowledge, cross-reference sources to see if they agree • Explain why they found some sources used in their enquiries more useful than others
<p>Note connections, contrasts and trends over time</p>	<ul style="list-style-type: none"> • Use secure substantive knowledge to identify connections over time within historical enquiries relating to one of the key whole-school themes
<p>Create own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"> • Use secure substantive knowledge to construct an answer relevant to the question set • Begin to sustain an answer, providing some supporting evidence based on secure substantive knowledge
<p>Greater Depth</p>	<ul style="list-style-type: none"> • Show initiative in their research e.g. independently find and interpret sources which they believe to be useful in their enquiries • Independently make connections and apply ideas from previous learning, or learning from outside school • Identify information that the available sources do not reveal
<p>Key Themes</p>	<ul style="list-style-type: none"> • Belief Systems • Leadership and Democracy • Legacy
<p>Diversity</p>	<ul style="list-style-type: none"> • Respect for Islamic culture and religion • Significant female figures from early Islam: Khadija b. Khuwaylid / Nusayba b. Ka'b al-Anṣārīyya
<p>Defined End Point</p>	
<p>Know how historians construct responses to historical enquiries based on change and cause, noting connections over time and cross-referencing a range of sources to ensure they agree.</p>	

Key Stage 1 National Curriculum Subject Content
Key Stage 2 National Curriculum Subject Content
Aims of the National Curriculum

Area of Study and Key Figures	Themes			
	Chronology / Enquiry	Belief Systems	Leadership and Democracy	Legacy
Achievements of the Earliest Civilisations: Ancient Egypt	change cause consequence continuity source range combination complex rise and fall innovation social structure status version cross-reference supporting evidence sustained Golden Age	gods goddesses offering ritual temple pharaoh divine priest shrine afterlife mummification amulet barque canopic jar cartouche embalm stele bitumen myrrh natron resin viscera burial tomb	hierarchy pharaoh political vizier scribe nobles priests foot soldier chariot soldier common people monarchy	papyrus sundial water clock cubit calendar astrology astronomy pyramids
Early Islamic Society, including a study of Baghdad		five pillars of Islam prophet Allah hadith hajj Muhammad Quran mosque scribe	caliphate caliph four caliphs dynasty govern jizya	paper mill scholar Arabic numerals algebra geometry dam reservoir water wheel

Ideas for Historical Enquiry Questions	
Ancient Egypt	Early Islam
<p>What sources of evidence have survived from Ancient Egypt and how were they discovered?</p> <p>Why did the Ancient Egyptians build pyramids?</p> <p>Why did Egyptian civilisation develop along the Nile River?</p> <p>What would I discover if I was a tomb robber and what would these sources tell me?</p> <p>Why do we remember Ancient Egypt more than other ancient civilisations?</p> <p>Were all Ancient Egyptians buried in the same way? (Investigating funeral practices for people of different statuses)</p>	<p>How were the Arab Muslims able to spread so far, so quickly, within just a century of Prophet Muhammed's death?</p> <p>Why was Baghdad so special in its Golden Age and how do we know?</p> <p>Who had the greatest influence on the world today: the Arab Muslims or the Romans?</p>