



# Peel Hall Primary School

## Year 4 Overview

		Year 4 (KS2 National Curriculum)	Local History Salford (Tudors)	UK History The Romans	World History The Vikings
		<b>King/Queen during this time</b>			
Skills	<b>Chronology</b>	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Have an overview of where and when the first civilizations appeared.</li> </ul>	<ul style="list-style-type: none"> <li>Use words like chronology BC, AD, CE, BCE</li> <li>Place periods studied on a timeline (including all time periods studied so far across KS1&amp;2) using relevant dates.</li> <li>Can place early civilisations in the correct order</li> </ul>	<ul style="list-style-type: none"> <li>Use words like chronology BC, AD, CE, BCE</li> <li>Place periods studied on a timeline (including all time periods studied so far across KS1&amp;2) using relevant dates.</li> </ul>	<ul style="list-style-type: none"> <li>Use words like chronology, ancient civilisation, Egyptian BC, AD, CE, BCE</li> <li>Place periods studied on a timeline (including all time periods studied so far across KS1&amp;2) using relevant dates.</li> <li>Can place early civilisations in the correct order</li> </ul>
	<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there may be different versions of the past and suggest possible reasons for this.</li> <li>Use the terms Primary and Secondary sources.</li> <li>Use different sources to ask and answer historically valid questions about change, cause, similarity and difference and significance.</li> </ul>		
Knowledge	<b>Continuity and Change/Similarity and difference.</b>	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time.</li> <li>The achievements of the earliest civilizations-an overview of where and when the first civilizations appeared and a depth study of an ancient / old civilisation, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and a local history unit.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what life was like in Salford during the Tudor times comparing those people from different backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>What changes did the Romans bring to Britain after their arrival?</li> <li>Did the arrival of The Romans improve Britain or make it a more dangerous place?</li> </ul>	<ul style="list-style-type: none"> <li>What were the changes in Britain during the time of the Viking people?</li> <li>What were the similarities and differences between the Vikings and other invaders and settlers?</li> </ul>
	<b>Achievements and follies. Cause and consequence Legacy</b>		<ul style="list-style-type: none"> <li>Discuss the changes in homes and religion seen in Salford and the UK during the Tudor times.</li> <li>What does the construction of Ordsall Hall, together with its history, tell us about the Tudor period?</li> <li>Why did religion play such a significant part in Tudor and what is the legacy of this today in 2023?</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the many towns and cities with Roman roots.</li> <li>Which buildings show evidence of the past that can still be seen today such as Roman Baths and Hadrian's Wall?</li> <li>How is this past recognised and celebrated today?</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the many towns and cities with Viking roots (e.g. York)</li> <li>How is this past still evident and celebrated today?</li> <li>Is it either true or fair that the Vikings have such a fearsome reputation?</li> </ul>



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<b>Communication</b>	<b>How knowledge is shared.</b>	<ul style="list-style-type: none"><li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>• Use historical terms.</li></ul>	<ul style="list-style-type: none"><li>• Can retell significant events using historical terms and explaining which resources they have used to create their view.</li><li>• Can discuss the legacy of people from different time periods.</li><li>• Write at length about historical findings and use historical terminology. Write recounts, stories, diaries, newspaper reports, fact files, non-chronological reports.</li></ul>
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