



HISTORY PROGRESSION IN SKILLS AND KNOWLEDGE  
YEAR 4 STATUTORY REQUIREMENTS



<u>HISTORY SKILLS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING</u>		<u>DISCIPLINARY CONCEPTS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING</u>
Interpretation Investigation Chronological understanding Knowledge and understanding of events, Knowledge of people and changes in the past Presenting, organising and communicating information and ideas		Cause and consequence Change and continuity Similarity and difference Historical significance Historical evidence Interpretations
<b>Whole School Strands: 1. Monarchs and Rulers; 2. Chronology; 3. Cause and Consequence</b>		
AUTUMN	SPRING	SUMMER
<p><b>AUTUMN 1: Black History - MARTIN LUTHER KING</b> (covered in English)</p> <p>Legacy: To promote that we all treat our fellow man equally, judge people “by the content of their character, not the colour of their skin.”</p> <p><u>HISTORY SKILLS</u>     <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding</u>: When was Martin Luther alive? Who was our Monarch at that time? Add to timeline. <b>(Strands 1 and 2)</b></p> <p><u>Knowledge of people and changes in the past</u>: Know the key facts about the life of Martin Luther-King; What was lifelike when Martin Luther-King was alive? What did Martin Luther-King do that was important? Why did he do it? What is his legacy (understand the importance of his work in the civil rights movement) <b>(Strand 3)</b> <u>Historical Significance/ Cause and consequence/ change and continuity / similarity and difference</u> -</p> <p><u>Knowledge and understanding of events</u>: understand the life of Martin Luther-King and the obstacles he faced. Understand the key events that led to him making his</p>	<p><b><u>N.C. CHRONOLOGY: THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN</u></b></p> <p><u>HISTORY SKILLS</u>   <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding</u>: When was the Roman period? Who ruled Britain at that time? Place on a timeline. <b>(Strands 1 and 2)</b></p> <p><u>Knowledge and understanding of events</u>: Look at the reasons why the Romans wanted to invade and settle in Britain <b>Cause and consequence/ Change and continuity (Strand 3)</b></p> <p><u>Interpretation and Investigation</u>: Examine opposition to Roman rule in Britain <b>Interpretations/ sources and evidence</b></p> <p><u>Knowledge of people and changes in the past / Interpretation and Investigation</u>: Assess the quality of life for different people in Roman Britain <b>Change and continuity/</b></p>	<p><b><u>N.C. STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS’ CHRONOLOGICAL KNOWLEDGE BEYOND 1066</u></b></p> <p><b><u>-BE INSPIRED TO KNOW MORE ABOUT THE PAST, ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY AND WEIGH EVIDENCE</u></b></p> <p><b><u>-UNDERSTAND HISTORICAL CONCEPTS SUCH AS CONTINUITY AND CHANGE, CAUSE AND CONSEQUENCE, SIMILARITY, DIFFERENCE AND SIGNIFICANCE, AND USE THEM TO MAKE CONNECTIONS, DRAW CONTRASTS, AND CREATE THEIR OWN STRUCTURED ACCOUNTS</u></b></p> <p><b>What was life like for children in Victorian Britain?</b></p> <p><u>HISTORY SKILLS</u>     <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Knowledge of people and changes in the past/ Interpretation and Investigation</u> understand how children were expected to work from an early age in many past societies;</p>



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speech. **Cause and consequence/ Historical Significance**  
**Interpretation and Investigation:** using different sources to form our ideas and opinions (e.g. pictures, listening to stories; video clips). **Historical Interpretations/ sources and evidence**

**Presenting, organising and communicating information and ideas:** Record the Life Story of Martin Luther-King in different ways. Create own speeches, inspired by his famous speech.  
**Interpretations**

**AUTUMN 2: What was important to our local Victorians?**

**N.C. BEYOND 1066: STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS THEIR CHRONOLOGICAL KNOWLEDGE BEYOND 1066.**

**LOCAL STUDY: A LOCAL STUDY LINKED TO ONE OF THE PERIODS OF TIME WHICH EXTENDS BEYOND 1066**

**HISTORY SKILLS    DISCIPLINARY CONCEPTS**

**Chronological understanding:** When was the Victorian Era? Who was the Monarch at that time? Place on a timeline.

**(Strands 1 and 2)**

**-Knowledge of people and changes in the past:** Know about a period of history that has strong connections to their locality and understand the issues associated with the period. **Similarity and difference**

**-Know how the lives of wealthy people were different from the lives of poorer people during this time**  
(English text – “A Christmas Carol” by Charles Dickens.  
Revisit and continue studying this objective in Summer 1)

**Historical evidence and interpretations**

**Interpretation:** Judge and support opinions about Roman Britain  
**Interpretations**  
**Interpretation and Investigation:** Interpret sources of information which have survived giving us information about Roman Britain  
**Interpretations/ sources and evidence**

**Presenting, organising and communicating information and ideas:** Recording and presenting findings about the Romans in different ways

Understand what leisure activities may have been available for children in the past;

Consider the nature and reasons for education at different times in the past **Similarity and difference/ Change and continuity/ Interpretations/ sources and evidence.**

**Knowledge of people and changes in the past / Knowledge and understanding of**

**events/Investigation:** Investigate the contribution of certain people to improving children’s lives (English text – “Street Child” by Berlie Doherty to use to study Victorian children.) **Cause and consequence/ Historical significance/ Historical evidence/ Interpretations (Strand 3)**

**Presenting, organising and communicating information and ideas:** Recording and presenting findings about Victorian children in different ways



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**Interpretation and Investigation:** Ask perceptive questions, think critically, and weigh up historical evidence

### **Interpretations**

**Knowledge and understanding of events:** Discover when the Victorians lived, and to explore some of the major achievements of Victorian times **Cause and consequence/**

### **Historical Significance (Strand 3)**

**Investigation:** Discover Victorian buildings in the local area, and to plot these on a map **Historical evidence**

### **Knowledge of people and changes in the past/**

**investigation:** Find out what life was like for poor people in Victorian times, and how Victorians dealt with poverty (English text – “A Christmas Carol” by Charles Dickens.

Revisit and continue studying this objective in Summer 1)

-To explore local newspapers and trade directories, and use them to deepen knowledge of the local area in Victorian times **Change and continuity/ Similarity and difference**

**Interpretation and Investigation:** Explore continuity and change during Queen Victoria’s reign, and to use evidence to reach a conclusion **Change and continuity**

### **Presenting, organising and communicating information and**

**ideas:** Recording and presenting findings in different ways.



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### KEY SUBSTANTIVE KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

AUTUMN TERM	SPRING TERM	SUMMER TERM
<div data-bbox="311 558 412 683" data-label="Image"> </div> <ul style="list-style-type: none"> <li>-Queen Victoria reigned over Britain from 1837 until her death in 1901</li> <li>-Queen Victoria also reigned over many parts of the world that were part of the British Empire</li> <li>-Victoria's reign was a time of many new developments and inventions: Florence Nightingale made improvements in Nursing; Isambard Kingdom Brunel made important developments in engineering eg. ships, railways, tunnels and bridges. Lord Shaftesbury helped to improve the lives of working people (Continued in Summer 1).</li> <li>-In our area of Stanningley, we can still see Victorian mills, housing and other buildings such as St. Thomas' Parish Church. We still use the Victorian railway line and the station at Bramley.</li> </ul>	<div data-bbox="954 523 1189 692" data-label="Image"> </div> <ul style="list-style-type: none"> <li>-The Romans were in Britain from AD 43 to AD 410.</li> <li>-Rome was a city which ruled over a large empire.</li> <li>-The Romans came to Britain because they wanted the materials which could be found there.</li> <li>-Some of the people who lived in Britain, worked with the Romans but others, such as Boudicca, fought against them.</li> <li>-Hadrian's Wall was built by the Romans along the border between England and Scotland.</li> </ul>	<div data-bbox="1682 523 1928 662" data-label="Image"> </div> <ul style="list-style-type: none"> <li>-Poor Victorian children often had to work instead of going to school.</li> <li>-The jobs that they did could be harsh and dangerous eg. working in a mill or a coal mine.</li> <li>-Wealthier Victorian children would have gone to school or been taught by a governess at home.</li> <li>-Some poorer Victorian children went to strict schools and learnt Reading, Writing, Arithmetic and Religious Education.</li> <li>- Some Victorians, such as Dr Barnardo, worked to improve the lives of poor children.</li> </ul>



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**Children working at below Age Related Expectations in HISTORY at the end of Year 4:**