

Class: Year 4

| Unit | | |
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| <p>Aut 1/2 Unit title: What happened when the Romans came to Britain?</p> | <p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - comment on a range of possible reasons for differences in a number of accounts - identify a range of ways in which the sources are the same and also different - provide some valid reasons why the sources may differ | <p><u>Key historical skills</u></p> <ul style="list-style-type: none"> - develop a chronologically secure knowledge and understanding of British history - address historically valid questions about change, cause and significance - construct informed responses that involve the thoughtful selection and organisation of historical information - understand how our knowledge of the past is constructed from a range of sources - note connections, contrasts and trends over time and develop the appropriate use of historical terms - address and devise historically valid questions about similarity and difference |
| <p>Spr 1/2 Unit title: How much did the Ancient Egyptians achieve?</p> | <p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - identify details from local, national and global history, to demonstrate some overall awareness of themes, societies, events and people - identify three or more of the main achievements of the Ancient Egyptians - provide some valid detailed reasons for selections - make some reference to specific evidence, dates, etc. - may make some reference to other societies | <p><u>Key historical skills</u></p> <ul style="list-style-type: none"> - study the achievements of the earliest civilisations - develop a chronologically secure knowledge and understand of British, local and world history - note connections, contrasts and trends over time - develop the use of historical terms - understand how our knowledge of the past is constructed from a range of sources - address and devise historically valid questions about similarity, difference and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information |
| <p>Sum 1/2 Unit title: How has Crime and Punishment changed over time?</p> | <p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - use the sources to compile a detailed description of a historical figure - demonstrate an understanding that some sources may be more useful than others - explain why the action of the suffragettes helped and hindered women to gain the vote - consider other reasons why women gained the vote - make some reference to specific examples to support points made | <p><u>Key historical skills</u></p> <ul style="list-style-type: none"> - develop a chronologically secure knowledge and understanding of British history - establish clear narratives over periods of study - note connections, contrasts and trends over time and develop the use of historical terms - understand how our knowledge of the past is constructed from a range of sources - address historically valid questions about continuity, and change and cause - address and devise historically valid questions about continuity and change, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information |