



# Year 4



## History Skills Progression

	<b>Year Group</b>	<b>4</b>	<b>Class</b>		<b>Teacher</b>	
<b>UNIT</b>	<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>TOPIC</b>						

### History Programme of Study

#### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### Skills Progression

Throughout the year, pupils are expected to learn, apply and understand the following skills and processes in age appropriate tasks and activities.

They should be taught to:

#### Chronological Understanding

- places some historical periods in a chronological framework
- use historic terms related to the period of study

#### History Enquiry

- use sources of information in ways that go beyond simple observations to answer questions about the past
- use a variety of resources to find out about aspects of life in the past

#### Historical Interpretations

- understand that sources can contradict each other

#### Organisation and Communication

- communicate their learning in an organised and structured way, using appropriate terminology

#### Understanding of Events, People and Changes

- describe the Roman Empire and its impact on Britain
- describe a local history study
- describe a study of Ancient Greek life and achievements and their influence on the western world



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## History Skills Progression

	Year Group	Class	Teacher
UNIT	TERM 1	TERM 2	TERM 3
TOPIC			
Knowledge & Skills			
Pupils who are working above expectations			
Total number of pupils in class			
Pupils who have not yet reached expectations			
Teacher Comments			
Subject Leader Action			