

Curriculum Map for History

Early Years

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for History when they enter Year One. Our map ensures key changes, events and people are not used as key topics, however, events, changes and people who are significant to the children in EYFS may be used as opportunities for learning at the level appropriate to 3 to 5 year olds.

All planned opportunities over the year are as a result of teachers making informed decisions about what a child needs to learn and be able to do next, this will ensure there is clear evidence of the depth in learning in history through Understanding of the World. The evidence will come from teacher knowledge of every child and use of floor books to record learning journeys.

Statutory framework for the Early Years foundation stage: The most relevant statements for History are taken from the following areas of learning:

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Communication and language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

End points	Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry	Organisation and communication
	Nursery <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Reception <ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	Nursery <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Reception <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Name and describe people who are familiar to them. 	Nursery <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary Reception <ul style="list-style-type: none"> Talk about members of their immediate family and community Comment on images of familiar situations in the past. 	Nursery <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. Reception <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Comment on images of familiar situations in the past. 	Nursery <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand 'why' questions. Learn new vocabulary Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Reception <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Chronology language progression:

EYFS vocabulary to be displayed and used:

today, yesterday, tomorrow, old, new

Key Stage One

National Curriculum:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

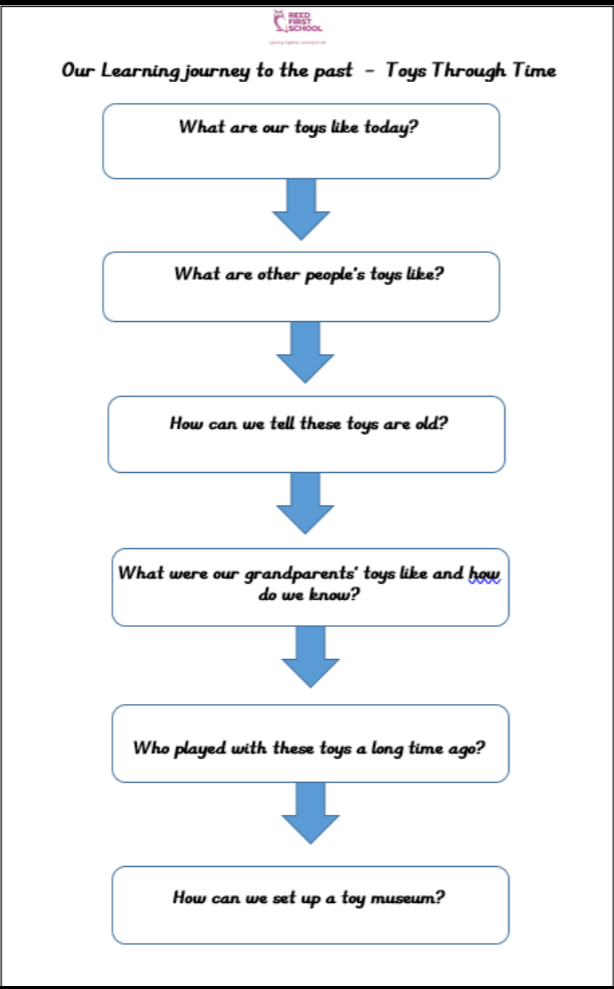
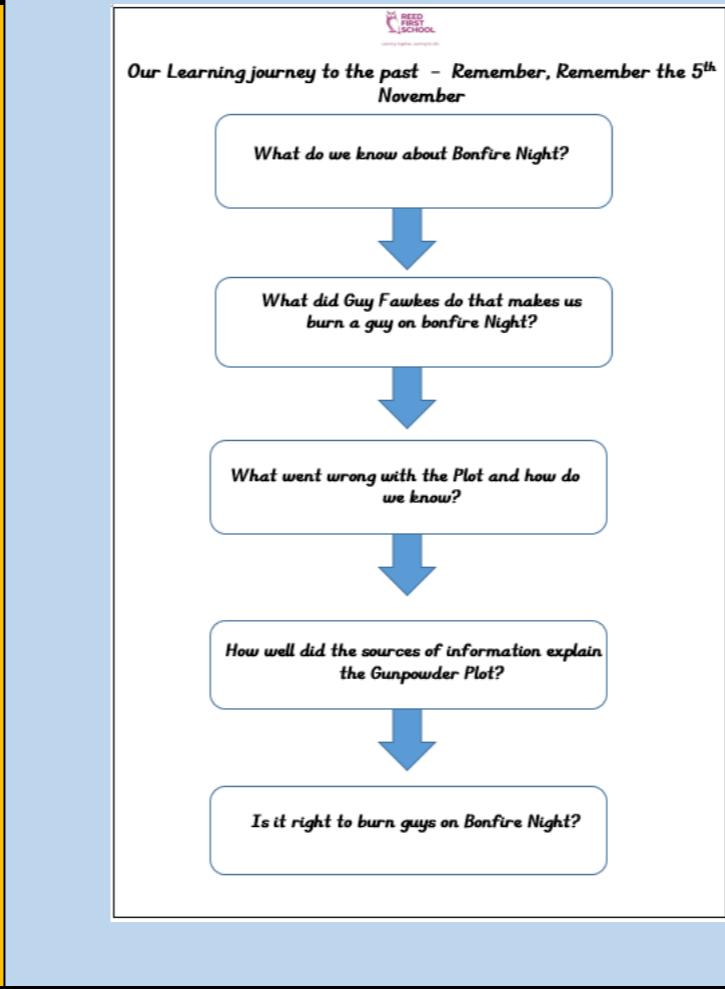
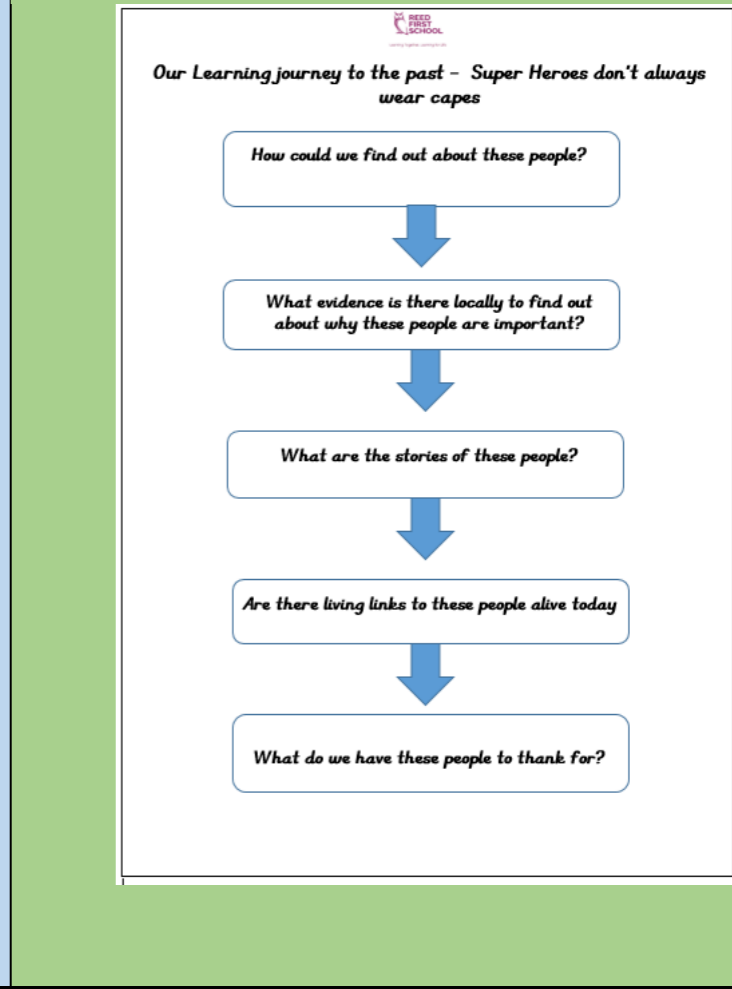
Units of work have been chosen to ensure children in Key Stage One begin both their A and B year focusing on changes within living memory to begin their KS1 history learning in a meaningful way before moving on to learning about more abstract elements beyond living memory. In this way, they can build upon the skills progression during the year and over the two years in Key Stage One, preparing them for Key Stage 2.




Chronology language progression:

KS1 vocabulary to be displayed and used: **today, yesterday, tomorrow, old, new, year, change, long ago, before, now, after, decade, century, period, recent, timeline**

In addition to this, images of key changes, events and individuals will be displayed as a timeline.

Key Stage One	A Year	Changes in living Memory Toys through time Possible enrichment: https://stanstedtoymuseum.com/school-visit/	Events beyond living memory Remember, remember the 5 th November Possible enrichment: Bonfire at school	Significant historical events, people and places in our locality Super Heroes don't always wear capes (A focus on the significance of the Layton and Bysouth families) Possible enrichment: Communication with past pupils and members of local community	
	End points	Chronological understanding	Year 1: Can sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Year 2: Can sequence artefacts closer together in time and use a reference book to check. Sequence photographs from different periods of their life.	Year 1: Sequence 3 or 4 key events in order of time. Year 2: Sequence 5 or 6 key events in order of time.	Year 1: Can sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Year 2: Can sequence artefacts closer together in time and use a sources to check. Describe memories of key events in lives.
		Range and depth of historical knowledge	Year 1: Know about and recount episodes from stories about the past by talking to primary sources. Year 2: Identify differences between ways of life at different times.	Year 1: Recognise the difference between past and present in others' lives. Year 2: Recognise why people did things, why events happened and what happened as a result.	Year 1: Recognise the difference between past and present in others' lives. Know about and recount episodes from stories about the past by talking to primary sources. Year 2: Identify differences between ways of life at different times. Recognise why people did things, why events happened and what happened as a result.
		Interpretations of History	Year 1: Compare adults talking about the past – how reliable are their memories? Year 2: Discuss the reliability of photographs and accounts.	Year 1: Understand the difference between fact and fiction in stories. Year 2: Compare 2 versions of the same event. Compare pictures of the same past event. Discuss the reliability of photographs and accounts.	Year 1: Compare adults talking about the past – how reliable are their memories? Year 2: Compare 2 versions of the same event. Compare pictures of the same past event / person/ place. Discuss the reliability of photographs and accounts.
		Historical enquiry	Year 1: Find answers to simple questions about the past from sources of information. Year 2: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Year 1: Find answers to simple questions about the past from sources of information. Year 2: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Year 1: Find answers to simple questions about the past from sources of information. Year 2: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
		Organisation and communication	Over the year, all children will be given opportunities to organise and communicate their knowledge through: Discussion Drawing Drama and role play		
			Making models Writing Use of ICT The teacher will ensure opportunities are planned for a wide range of representations.		
Key Vocabulary:	toy, artefact, differences, old, new, past, present, similarities, material, design, baby, child, worn, older, younger, order, now, then, next, timeline	plot, Catholics, Protestants, Houses of Parliament, conspirator, executed, treason, monarch, law	Memorial, Remembrance, war, bequeath, education, land, Reed, village, St Mary's church, education		

Teaching sequences		 <p>Our Learning journey to the past - Toys Through Time</p> <p>What are our toys like today?</p> <p>What are other people's toys like?</p> <p>How can we tell these toys are old?</p> <p>What were our grandparents' toys like and how do we know?</p> <p>Who played with these toys a long time ago?</p> <p>How can we set up a toy museum?</p>	 <p>Our Learning journey to the past - Remember, Remember the 5th November</p> <p>What do we know about Bonfire Night?</p> <p>What did Guy Fawkes do that makes us burn a guy on bonfire Night?</p> <p>What went wrong with the Plot and how do we know?</p> <p>How well did the sources of information explain the Gunpowder Plot?</p> <p>Is it right to burn guys on Bonfire Night?</p>	 <p>Our Learning journey to the past - Super Heroes don't always wear capes</p> <p>How could we find out about these people?</p> <p>What evidence is there locally to find out about why these people are important?</p> <p>What are the stories of these people?</p> <p>Are there living links to these people alive today?</p> <p>What do we have these people to thank for?</p>
B Year		Changes in living Memory We're all going on a summer holiday Possible enrichment: https://www.visitsouthend.co.uk/	Events beyond living memory London's Burning! Possible enrichment: https://www.london-fire.gov.uk/museum/ https://www.themonument.info/	Lives of significant individuals in the past Mighty Mary Possible enrichment: https://www.florence-nightingale.co.uk/
End points	Chronological understanding	Year 1: Can sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Year 2: Can sequence artefacts closer together in time and use a reference book to check. Sequence photographs from different periods of their life.	Year 1: Sequence 3 or 4 key events in order of time. Year 2: Sequence 5 or 6 key events in order of time.	Year 1: Can sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Year 2: Can sequence artefacts closer together in time and use a sources to check. Describe memories of key events in lives.
	Range and depth of historical knowledge	Year 1: Recognise the difference between past and present in their own and others' lives. Year 2: Identify differences between ways of life at different times.	Year 1: Recognise the difference between past and present in others' lives. Year 2: Recognise why people did things, why events happened and what happened as a result.	Year 1: Recognise the difference between past and present in others' lives. Know about and recount episodes from stories about the past by talking to primary sources. Year 2: Identify differences between ways of life at different times. Recognise why people did things, why events happened and what happened as a result.
	Interpretations of History	Year 1: Compare adults talking about the past – how reliable are their memories? Year 2: Compare pictures of the same past event. Discuss the reliability of photographs and accounts.	Year 1: Understand the difference between fact and fiction in stories. Year 2: Compare 2 versions of the same event. Compare pictures of the same past event. Discuss the reliability of photographs and accounts.	Year 1: Compare adults talking about the past – how reliable are their memories? Year 2: Compare 2 versions of the same event. Compare pictures of the same past event / person/ place. Discuss the reliability of photographs and accounts.
	Historical enquiry	Year 1: Find answers to simple questions about the past from sources of information. Year 2: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Year 1: Find answers to simple questions about the past from sources of information. Year 2: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Year 1: Find answers to simple questions about the past from sources of information. Year 2: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

	Organisation and communication	Over the year, all children will be given opportunities to organise and communicate their knowledge through: Discussion Drawing Drama and role play		Making models Writing Use of ICT The teacher will ensure opportunities are planned for a wide range of representations.
	Key Vocabulary:	Victorians, railway, invention, entertainment, attractions, pier, souvenir, refreshments	London, bakery, Pudding Lane, River Thames, St Pauls Cathedral, Samuel Pepys, eye witness, diary, flammable	Nurse, Crimea, soldier, war,, medicine, disease, cholera, hygiene, prejudice, rejected, Jamaica
	Teaching sequences	<div style="text-align: center;">  <p><i>Our Learning journey to the past - We're all going on a summer holiday</i></p> <p>What were seaside resorts really like 100 years ago?</p> <p>↓</p> <p>How do we know what seaside holidays were like 100 years ago?</p> <p>↓</p> <p>What sort of things did people do at the seaside 100 years ago?</p> <p>↓</p> <p>Did people 100 years ago go to the seaside for the same reasons as we do today?</p> <p>↓</p> <p>How can we work out if people enjoyed their seaside holidays 100 years ago?</p> <p>↓</p> <p>How have seaside holidays changed over the last 100 years?</p> <p>↓</p> <p>Would you prefer a seaside holiday today, 50 years ago or 100 years ago?</p> </div>	<div style="text-align: center;">  <p><i>Our Learning journey to the past - London's Burning!</i></p> <p>How can we work out why the Great Fire started?</p> <p>↓</p> <p>What actually happened during the Great Fire and how can we know for sure 350 years later?</p> <p>↓</p> <p>Why did the Great Fire burn down so many buildings?</p> <p>↓</p> <p>Could more have been done to stop the Fire?</p> <p>↓</p> <p>How did people manage to live through the Great Fire?</p> <p>↓</p> <p>How shall we rebuild London?</p> </div>	<div style="text-align: center;">  <p><i>Our Learning journey to the past - Mighty Mary</i></p> <p>How can we work out why Mary Seacole is famous?</p> <p>↓</p> <p>What were the most important moments in Mary's life?</p> <p>↓</p> <p>How important was Mary's work in the Crimean war? and how do we know?</p> <p>↓</p> <p>How did life change for Mary after the Crimean war?</p> <p>↓</p> <p>What made Mary so special?</p> <p>↓</p> <p>Why doesn't everyone agree that Mary deserves her statue at St. Thomas hospital?</p> </div>

Key Stage Two

National Curriculum:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- **changes in Britain from the Stone Age to the Iron Age**
- **the Roman Empire and its impact on Britain**
- **Britain's settlement by Anglo-Saxons and Scots**
- **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
- **a local history study**
- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**
- **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**
- *Ancient Greece – a study of Greek life and achievements and their influence on the western world*
- *a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.*

As we are a First School, our pupils complete Key Stage 2 at another setting. The national Curriculum in italics denotes parts of the curriculum taught at local middle schools. Where we cannot guarantee eras will not be covered more than once as children move to other settings in Year 5, we have aligned our curriculum as best we can to see the recommended parts of the curriculum for upper KS2 be taught in Years 5 and 6. Our skills based curriculum means that skills are built upon in every era learnt about. We have also mapped our local them of farming across all topics as this is relevant to many of our families in our rural setting.

Chronology language progression:

KS2 vocabulary to be displayed and used:

today, yesterday, tomorrow, old, new, year, change, long ago, before, now, after, decade, century, period, recent, timeline, era, chronological, modern, ancient, BCE, ACE, ancestor, descendent, millennia, generation

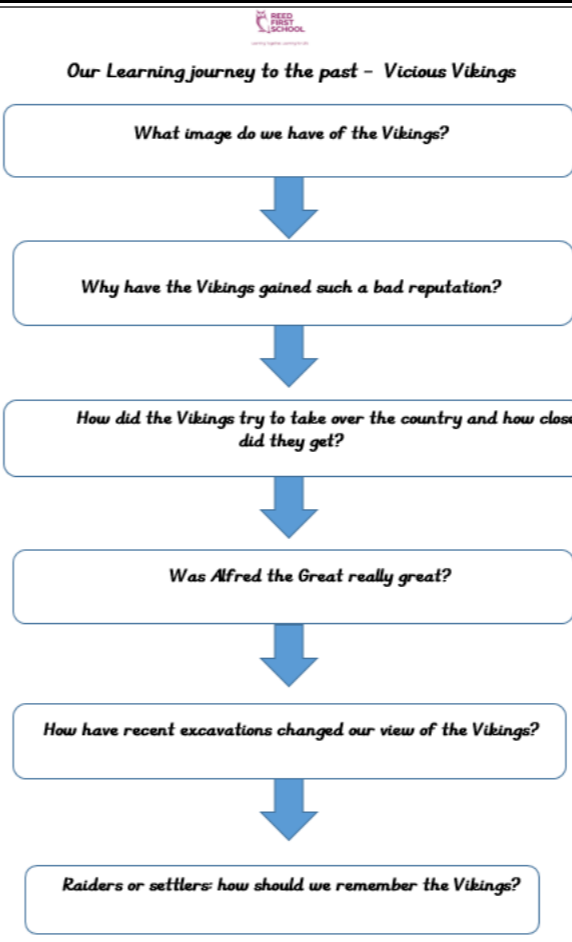
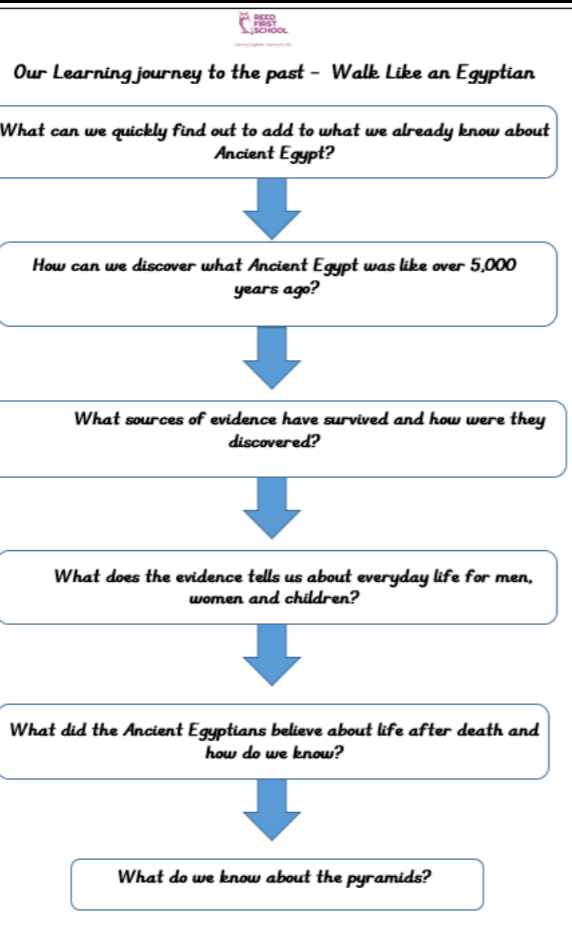
In addition to this, images of key changes, events and individuals will be displayed as a timeline.

Key Stage Two	A Year	Changes in Britain from the Stone Age to the Iron Age Stone Age Bone Age Possible enrichment: https://www.roystoncave.co.uk/ Thread theme: farming	The Roman Empire and its impact on Britain Go out and Conquer! Possible enrichment: https://www.stalbansmuseums.org.uk/learn/market-workshop	A local history study and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Home Front	
	End points	Chronological understanding	Year 3: Place the time studied on a timeline Use dates and terms related to the study and passing of time. Sequence several events or artefacts. Year 4: Place events from the period studied on a timeline. Use terms related to this period and begin to date events.	Year 3: Place the time studied on a timeline Use dates and terms related to the study and passing of time. Sequence several events or artefacts Year 4: Place events from the period studied on a timeline. Use terms related to this period and begin to date events. Understand more complex terms BCE/ ACE	Year 3: Place the time studied on a timeline Year 4: Place events from the period studied on a timeline. Use terms related to this period and begin to date events.
		Range and depth of historical knowledge	Year 3: Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people's actions. Year 4: Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Offer a reasonable explanation for some events.	Year 3: Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Year 4: Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Year 3: Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Year 4: Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in time studied.
		Interpretations of History	Year 3: Identify and give reasons for different ways in which the past is represented. Year 4: Look at the evidence available. Begin to evaluate the usefulness of different sources. Use books and historical knowledge.	Year 3: Look at representations of the period – museum, pictures Year 4: Look at the evidence available. Use books and historical knowledge.	Year 3: Look at representations of the period – museum, pictures Identify and give reasons for different ways in which the past is represented. Year 4: Look at the evidence available. Begin to evaluate the usefulness of different sources. Use books and historical knowledge.
Historical enquiry	Year 3: Use a range of sources to find out about a period. Observe small details. Select and record information relevant to the study. Begin to use the library and internet for research.	Year 3: Use a range of sources to find out about a period. Observe small details. Select and record information relevant to the study. Begin to use the library and internet for research.	Year 3: Use a range of sources to find out about a period. Observe small details. Select and record information relevant to the study. Begin to use the library and internet for research.		

	<p>Year 4: Use evidence to build up a picture of the past. Choose relevant material to present a picture of one aspect of life in the past. Use the library and internet for research.</p>	<p>Year 4: Use evidence to build up a picture of the past. Choose relevant material to present a picture of one aspect of life in the past. Ask a variety of questions. Use the library and internet for research.</p>	<p>Year 4: Use evidence to build up a picture of the past. Ask a variety of questions. Use the library and internet for research.</p>
<p>Organisation and communication</p>	<p>Over the year, all children will be given opportunities to organise and communicate their knowledge through:</p> <p>Discussion Drawing Drama and role play Making models</p> <p>Writing Use of ICT</p> <p>Year 4 pupils will be expected to recall, select and organise historical information and communicate their knowledge and understanding. The teacher will ensure opportunities are planned for a wide range of representations.</p>		
<p>Key Vocabulary:</p>	<p>Archaeologists, Artefact, Barrow, BCE, Forge, Henge, Hunter-gatherers, Mesolithic, Neolithic, Paleolithic, Prehistoric, prey, ritual, tribe, tribal, Lithic, tools, burial, settle, grassland, trade, technology, artefacts, hill fort, evidence</p>	<p>conquer, empire, emperor, invade, trade, villa, artefacts, archaeology, theatre, shrine, foundations, excavations, Verulamium, agriculture</p>	<p>World War, trench, bombing, land girls, prisoners of war (POWs), evacuation, appeasement, evacuee, Germany, Nazis, allies, axis, VE day, rationing, Home front, Home guard, air raid shelter, black-out, blitz, air-raid, shelter, incendiary, volunteer, censorship and propaganda</p>
<p>Teaching sequences</p>	<p><i>Our Learning journey to the past - Stone Age, Bone Age</i></p> <p>Is it true to say that Stone Age man was just a hunter gatherer only interested in food and shelter?</p> <p>How much did life change when man learned how to farm?</p> <p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>How should we remember the Bronze Age?</p> <p>What was life like in the Iron Age and how do we know?</p> <p>Who killed the 52 dead bodies at Maiden Castle?</p>	<p><i>Our Learning journey to the past - Go out and conquer!</i></p> <p>Why on earth would Julius Caesar want to leave sunny Italy invade cold Britain and what would he have found here?</p> <p>Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of empire?</p> <p>Why did Boudica stand up to the Romans and how do we remember her today?</p> <p>How can we explain the power of the Roman army at this time?</p> <p>What can we tell about daily Roman life from a study of Verulamium?</p> <p>How far did the Romans change the life of people living in Britain after the conquest in how we trade and the food we eat?</p>	<p><i>Our Learning journey to the past - Home Front</i></p> <p>Why did Britain have to go to war in 1939?</p> <p>Why was it necessary for children to be evacuated? Did they come to Reed?</p> <p>How was Britain able to stand firm against the German threat?</p> <p>Which eight objects should we show to explain how Britain coped with the effect of war on the home front?</p> <p>How did our farmers help the war effort?</p> <p>What was VE Day really like?</p>
<p>B Year</p>	<p>The achievements of the earliest civilizations – Ancient Egypt Walk like an Egyptian Possible enrichment: https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Vicious Vikings Possible enrichment: https://www.thosehistorypeople.co.uk/workshops/saxons-vikings/?gclid=EAlaIqobChMI-KxvITBgAMVx5SDBx1MCAFvEAAyASAAEgLJQfD_BwE</p>	

End points	Chronological understanding	<p>Year 3: Place the time studied on a timeline Use dates and terms related to the study and passing of time. Sequence several events or artefacts.</p> <p>Year 4: Place events from the period studied on a timeline. Use terms related to this period and begin to date events. Understand more complex terms BCE/ ACE</p>	<p>Year 3: Place the time studied on a timeline Use dates and terms related to the study and passing of time. Sequence several events or artefacts.</p> <p>Year 4: Place events from the period studied on a timeline. Use terms related to this period and begin to date events. Understand more complex terms BCE/ ACE</p>	
	Range and depth of historical knowledge	<p>Year 3: Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p>Year 4: Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events.</p>	<p>Year 3: Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p>Year 4: Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events.</p>	
	Interpretations of History	<p>Year 3: Look at representations of the period – museum, pictures Identify and give reasons for different ways in which the past is represented. Look at representations of the period.</p> <p>Year 4: Look at the evidence available. Begin to evaluate the usefulness of different sources. Use books and historical knowledge.</p>	<p>Year 3: Look at representations of the period – museum, pictures Identify and give reasons for different ways in which the past is represented. Look at representations of the period.</p> <p>Year 4: Look at the evidence available. Begin to evaluate the usefulness of different sources. Use books and historical knowledge.</p>	
	Historical enquiry	<p>Year 3: Use a range of sources to find out about a period. Observe small details. Select and record information relevant to the study. Begin to use the library and internet for research.</p> <p>Year 4: Use evidence to build up a picture of the past. Choose relevant material to present a picture of one aspect of life in the past. Ask a variety of questions. Use the library and internet for research.</p>	<p>Year 3: Use a range of sources to find out about a period. Observe small details. Select and record information relevant to the study. Begin to use the library and internet for research.</p> <p>Year 4: Use evidence to build up a picture of the past. Choose relevant material to present a picture of one aspect of life in the past. Ask a variety of questions. Use the library and internet for research.</p>	
	Organisation and communication	<p>Over the year, all children will be given opportunities to organise and communicate their knowledge through:</p> <p>Discussion Writing Drawing Use of ICT Drama and role play Year 4 pupils will be expected to recall, select and organise historical information and communicate their knowledge and understanding. Making models The teacher will ensure opportunities are planned for a wide range of representations.</p>		
	Key Vocabulary:	<p>expedition, ancient, Egypt, Egyptian, anachronism, archaeology, Nile, valley, pyramids, temples, fertile, papyrus, transport, looting, tombs, desert, hieroglyphics, Tutankhamun, occupation, possession, mummy, slaves</p>	<p>Invade, raid, raiders, monks, Saxon, Viking, stereotype, Lindisfarne, settlement, conquer, Alfred the Great, King Cnut, Jorvik, Danelaw</p>	

Teaching Sequences



By the end of Year 4, in addition to each unit's key vocabulary, all children will be able to explain the following and give examples from their studies:

- Cause
- Change
- Consequence
- Significance
- Version
- Interpretation
- Chronology