

Year 4 History Long Term Plan

	Autumn 1	
Topic	The Tudors	
Unit Aim	I can use dates, terms, and sources to describe life in Tudor times, including Henry VIII and his wives. I can explain and compare Tudor food, clothing, crime and punishment, and medicine, and describe what life was like for men, women, and children.	
Prior Learning	Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Year 1 have looked at Kings, Queens and Castles. Year 3 – Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures. Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can use dates and terms accurately and describe the main changes in a period of history • I can use sources of information to form conclusions about the past • I can describe some of the causes and consequences of Tudor life • I can use appropriate historical vocabulary to compare and contrast key people/events/artifacts in history • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can identify periods of rapid change in history and contrast them with times of relatively little change.
Vocabulary	King Henry VIII, Catherine of Aragon, Catherine Parr, Catherine Howard, Anne Boleyn, Anne of Cleves, Jane Seymour, divorce, beheaded, survived, gown, shirt, scythe, chemise, kirtle, breeches, gallows, stockings, corset, flogging, witch hunt.	
Future Learning	Year 5- Children will explore how the Tudors punished criminals and what laws they lived by within the topic "Crime and Punishment."	
KS2 End Point	Children can appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past.	

	<u>Spring 2</u>	
Topic	Anglo Saxons	
Unit Aim	Describe when and why the Anglo-Saxons invaded Britain, explore their religions and pagan gods, and investigate their alphabet to decode messages. Use evidence to explore how the Anglo-Saxons lived, compare their lives to my own, and understand that there were many kings. Understand the historical significance of a great Anglo-Saxon leader and can organise events into chronological order.	
Prior Learning	Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Year 3 – Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures. Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can use dates and terms accurately and describe the main changes in a period of history • I can use sources of information to form conclusions about the past • I can describe some of the causes and consequences of Anglo Saxon life • I can use appropriate historical vocabulary to compare and contrast key people/events/artifacts in history • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can identify periods of rapid change in history and contrast them with times of relatively little change.
Vocabulary	invasion, Anglo Saxons, Frisians, Scots, Picts, kingdom, settlement, excavation, archaeology, historian, sources, evidence, interpretation, ritual, sacrifice, worship, gods, Paganism, Christianity, missionary.	
Future Learning	Year 5– Children will explore how the Anglo-Saxons punished criminals and what laws they lived by within the topic “Crime and Punishment.”	
KS2 End Point	Children can appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past.	

	Summer 1	
Topic	Ancient Egyptians	
Unit Aim	Ancient Egypt can be located in time and place, and artefacts help us understand the past and place historical periods on a timeline. The Egyptian landscape, the Nile, tombs, pyramids, and mummification all influenced people's lives, and evidence from artefacts helps build an accurate picture of how they lived. Events from the past have shaped our lives, and research about Ancient Egypt can be presented independently or collaboratively using multimedia skills.	
Prior Learning	Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Year 3 – Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures. Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can use dates and terms accurately and describe the main changes in a period of history • I can use sources of information to form conclusions about the past • I can describe some of the causes and consequences of Tudor life • I can use appropriate historical vocabulary to compare and contrast key people/events/artifacts in history • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can identify periods of rapid change in history and contrast them with times of relatively little change.
Vocabulary	Ancient Egypt, civilisation, pharaoh, invade, River Nile, papyrus, mummy, artefacts, anubis, gods, goddesses, temples, embalming, tombs, burial, organs, canopic jars, Tutankhamun, Howard Carter, archaeologist.	
Future Learning	Year 5– Children will explore how the Ancient Egyptians punished criminals and what laws they lived by within the topic "Crime and Punishment."	

KS2 End Point

Children can appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past.