





LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 4

Subject: History

Topic/ Unit  Curriculum  Strand	Autumn: Britain's settlement by Anglo-Saxons and Scots (1)	Spring: No history unit covered	Summer: The achievements of the earliest civilizations - Egypt (2)
Chronological understanding	<p>Children can...</p> <ul style="list-style-type: none"> Identify when some historical periods have overlapped and occurred concurrently (2) Identify the time periods before and after the period studied in British History (1) Extend their chronological knowledge to include some of the earliest societies (2) Use dates to describe key events in the time period studied (1/2) Understand the concept of change over time, and explain this using evidence from different time periods (1/2) <p>Children know...</p> <ul style="list-style-type: none"> How society in Britain changed during its settlement by Anglo-Saxons and Scots following the withdrawal of the Roman Empire (1) Where and when early civilisation began in Ancient Egypt (2) 		
Historical terms and concepts	<p>Children can...</p> <ul style="list-style-type: none"> Describe key features of society in the periods studied, using evidence to support their claims, and explain how this is different to life in modern Britain (1/2) Suggest reasonable explanations for why key events and changes in the periods studied took place (1) Explain how our lives today have been shaped by key events in the periods studied, for example the introduction of Christianity to Britain (1) Begin to appreciate why Britain would have been an important country to have invaded and conquered (1) Use and understand appropriate historical vocabulary to communicate information such as century, era, civilisations, change, chronology, inequality (1/2) Communicate knowledge and understanding in a variety of ways - discussions, models and different genres of writing including diaries and information texts (1/2) <p>Children know...</p> <ul style="list-style-type: none"> Who the Anglo-Saxons and Scots were, and when and why they settled in Britain (1) What society (trade, religion, jobs, art) was like for early settlers and in an Anglo-Saxon village in Britain, and how this is similar and different to life today (1) What Sutton Hoo is and its importance to Anglo Saxons (1) The impact of the Anglo-Saxon and Scots invasions on society and religion in Britain (1) What society (religion, traditions) was like in Ancient Egypt, and how this is similar and different to life today (2) The hierarchy of the time for Ancient Egyptians (2) Why and how the ancient Egyptians used hieroglyphs (2) 		
Historical enquiry	<p>Children can...</p> <ul style="list-style-type: none"> Use a range of sources to ask questions and find answers to questions about the past (1/2) Make detailed, relevant observations about artefacts and pictures (1/2) Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history (1/2) Identify, compare and contrast different sources of information about the past (1/2) Begin to identify primary and secondary sources of information about the past (1/2) Carry out independent research using the internet or a library (1/2) <p>Children know...</p>		

	<ul style="list-style-type: none"> • That archaeologists have a key role in helping us understand more about what happened in the past (1/2) • That different periods of history produce different types of evidence (1/2) • Examples of historical evidence from Anglo-Saxon Britain (1) and Ancient Egypt (2) • The difference between secondary and primary sources when looking at historical evidence/artefacts (1/2) • What websites are reliable and trustworthy when carrying out research using the internet (1/2)
<p>Historical perspectives / interpretations of History</p>	<p>Children can...</p> <ul style="list-style-type: none"> • Understand how different evidence can give us different answers about the past (2) • Compare multiple different versions of the same event or story in history and begin to explain the differences between them (2) • Begin to evaluate the usefulness and accuracy of different sources (1/2) • Identify and give reasons for different ways in which the past is represented (2) <p>Children know...</p> <ul style="list-style-type: none"> • People's beliefs and opinions can affect the way they describe events, and this can affect how useful some evidence is (1/2) • How different evidence from Tutankhamun's tomb can give us different answers about the past (2)