

Autumn 1 Term Year 4 History Overview

Key facts

Chronology is the arrangement of events or dates in the order of their occurrence. Timelines can be used to show short periods of events or longer periods of time.

Children will know key facts about their own lives.

Primary sources of evidence are first hand experiences or information recorded by people who witnessed or participated in an event.

Secondary sources of evidence are reported by people who have researched the event second hand.

Resources

Example historical timelines
Non-fiction historical books
Laptops and online research

Chronology through Timelines

Brief summary/ overview

Children will create timelines of their own personal history and look at examples of timelines from other periods of history that they have already covered. This will help them to build up an understanding of chronology and their place in history.

They will look at sources of evidence, making use of primary and secondary to create their own timelines and to compare timelines of other periods.

Prior Knowledge

Children will know that they have had experiences during their lifetimes that will vary from person to person. In previous years, they will have recorded or discussed key events from their lives. They will have explored timelines and evidence from other periods of history in their History lessons.

Key Vocabulary

Chronology
Timeline
History
Past
Period
Year
AD/BC

Cross curricular links/visits

English: Non-fiction recounts and reports
RE: Key events and celebrations that are important to other people.
Computing: Online research and present information.
Maths: Comparing and measuring dates and periods of time.
PSHE: Celebrating differences.

Spring Term Year 4 History Overview

Ancient Egypt

Brief summary/ overview

Children will compare how Egypt was ruled in comparison to Modern England. They will find out why the Ancient Egyptians lived along the River Nile and prove that the Egyptians were skilled craftsmen. Children will compare other historical buildings with the pyramids and reason why the pyramids were built on such a scale. Children will compare the ways in which the Ancient Egyptians treated their dead with those of other time periods.

Key facts

The Ancient Egyptian civilisation lived in Egypt from around 3000 BC to 30 BC. It was one of the world's oldest civilisations. The Ancient Egyptians were among the first people to use a 365 day calendar and systems for numbers and writing. The Ancient Egyptians build monuments such as the pyramids and the Sphinx. The River Nile runs alongside Egypt which allowed the Ancient Egyptians to be successful farmers, taking advantage of the annual flood which deposited rich, black soil ideal for growth. The Ancient Egyptians believed in life after death and that the dead would join the Underworld. Egyptians were mummified in order to take their body with them to the next life.

Resources

Books
Photographs
Information from the history workshop
Internet searches
Imitation artefacts

Prior Knowledge

Understand the chronology of the period. Communicate using historical vocabulary. Ask and answer questions from the past using historical terminology. Make links to a past society and compare similarities / differences.

Key Vocabulary

Civilisation
Ancient
Pyramids
Archaeology
Agriculture
Irrigation

Cross curricular links/visits

English: information gathering and reporting.
RE: Egyptian Gods and their purpose.
Computing: researching evidence.
Maths: 3D shape.
Visitor: History / Egyptian workshop.

Spring Term Year 4 History Overview

Victorian Industry

Key facts

Britain became the most powerful and richest country in the world, with the largest empire that had ever existed, ruling a quarter of the world's population.

Towns and cities got piped water, gas and, by the end of the century, electricity.

The number of people living in Britain more than doubled from 16 million to 37 million, causing a huge demand for food, clothes and housing.

Factories and machines were built to meet this demand and new towns grew up, changing the landscape and the way people lived and worked.

Railways, originally built to transport goods, meant people could travel easily around the country for the first time. Railways brought new foods to towns and cities.

Soldiers were at war all over the world especially in 1850 - 1880.

Many households had a servant or servants – in 1891, 2 million servants were recorded in the census

Seaside holidays were 'invented' (became popular). The Police Force was 'invented'.

Resources

Books
Photographs
Internet searches
Imitation artefacts
Local evidence (e.g. canals, buildings, local industry)

Brief summary/ overview

Children will compare and contrast daily life for the upper-class and lower-class in the Victorian era.

They will investigate the reason for workhouses during the Victorian era and the impact this had on the view of women and poverty.

Children will suggest reasons why Victorian inventions have changed our lives today and the impact these had on society and family life.

Children will then present information about Victorian attitudes to education.

Prior Knowledge

Understand the chronology of the period. Communicate using historical vocabulary. Ask and answer questions from the past using historical terminology. Make links to a past society and compare similarities / differences.

Key Vocabulary

Factory	
Industrial	
Workhouses	Poverty
Wealth	Slate
Cholera	Typhoid
Slum	
Mining	
Coal	Revolution
Innovation	Invention
Hierarchy	

Cross curricular links/visits

English: information gathering and reporting.

Computing: information gathering, research.

PHSE: how relationships have changed, the roles of men and women and the difference between wealth and poverty.

DT: development of inventions and technology.

Summer 2 Term Year 4 History Overview

Battle of Worcester (Local history study)

Brief summary/ overview

Children will begin a study of a period of history of local importance. They will explore the Battle of Worcester, learning about the causes of the English civil war and the differences between the Royalists and the Parliamentarians.

Children will explore maps of Worcester and the surrounding areas during 1651, identify key historical figures (Oliver Cromwell and King Charles II) and discuss the long-term impact of the battle and its outcome.

Key facts

The battle took place on the 3rd September, 1651 between the Parliamentarians (Led by Oliver Cromwell) and the Royalists (led by King Charles II) and was the final action of the English Civil War.

Charles II, at head of a mainly Scottish army, was attempting to regain the throne that had been lost when his father Charles I was executed.

Support for the king was strongest in Scotland, and the Royalist commander David Leslie had gathered an army of some 14,000 Scotsmen to fight the cause.

Marching south through England the Scottish Royalist army were perceived as an invading foreign force and consequently failed to gather the support expected, so by the time they reached Worcester they were simply overwhelmed by the 28,000 strong New Model Army of Oliver Cromwell.



Evidence can be drawn about the location and period of history of the battle from this picture.

<https://www.historic-uk.com/HistoryMagazine/DestinationsUK/The-Battle-of-Worcester/>

Resources

Maps and atlases
Pictures, letters and diaries from the time period
Laptops and online research
Local evidence (Local areas/museums and libraries.)
Reports or recounts of the battle.

Prior Knowledge

Children have prior knowledge of how Britain has changed throughout history with particular focus on the Victorian era (After the Battle of Worcester had taken place). Children understand that our country is led by both a royal family and Parliament. Some children may have knowledge about the English civil war or the Battle of Worcester from learning outside of school. Many children will know that Worcester is a local city and may have knowledge about its wider area.

Key Vocabulary

Royalist
Parliamentarian
Civil War
Conflict
Battle
Commander
Invasion
Worcester
Throne
Exile

Cross curricular links/visits

English: Information gathering, reports, reading and writing letters or diaries from the time period.
Computing: Research into the event and presenting information, finding Worcester using online maps.
Geography: Locating Worcester and other important locales using maps and atlases.
PHSE: Roles in society, British Values, democracy and Parliament.