

History in Year 4

Topics: World War 2, The Ancient Egyptians

World War II

National Curriculum Statement:

- Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Knowledge & understanding:

- Origins: Why did the Second World War start? What came before?
- Everyday life: What was life like on the Home Front in WWII?
- Changes: How did life change during WWII?
- Impact: How has WWII impacted on subsequent periods?
- Ending: What led to the end of the Second World War and why?

- **Skills:** Learning will be through exploration and research like a historian
- Chronology:
 - Place events previously studied on a timeline Great fire of London, medieval, when school built, dinosaurs, when born, Stone Age/ Iron Age, Anglo Saxons, Romans
 - Use terms related to the period and begin to date events (eg: Anderson shelter, Battle of Britain)
- Enquiry:
 - ask questions about World War II and use a variety of resources to answer these questions
 - use sources of information in ways that go beyond simple observations
 - answer questions using a balanced, range of sources to find out about the period e.g. books, pictures / photos of artefacts, real artefacts, visits, visitors, witness accounts, internet searches.
- Interpreting:
 - Evaluate the usefulness of different sources – which information should we keep and which should we discard?
 - Understand that sources can contradict one another
 - Compare and contrast life in WWII Britain with present day Britain
 - Draw conclusions from information gathered e.g. What have we learnt? Why did events happen?
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Choose relevant material to present a picture of one aspect of the past (eg: research evacuees)
 - Use and understand appropriate historical vocabulary to communicate information

Assessment Questions:

- Can children physically place events / artefacts on a timeline
- Can they describe at least three features of life in WWII (verbally or written)?
- Were they able to research through a range of sources?
- Did they compare and contrast the period of history with the present day?
- Can they use and understand appropriate historical vocabulary
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of World War II?

History in Year 4

Topics: World War 2, The Ancient Egyptians

The Ancient Egyptians

National Curriculum Statement:

- Pupils should be taught about the achievements of the earliest civilisations

Knowledge & understanding:

- Origins: When did the ancient Egyptian period start? What came before?
- Everyday life: What was life like in ancient Egypt?
- Changes: How did life change during the period of the ancient Egyptians?
- Impact: How has ancient Egyptian life impacted on subsequent periods?
- Ending: What led to the end of the ancient Egyptian period and why?
- **Skills:** Learning will be through exploration and research like a historian
- Chronology:
 - Place events previously studied on a timeline Great fire of London, medieval, when school built, dinosaurs, when born, Stone Age/ Iron Age, Anglo Saxons, Romans, World War II
 - Use terms related to the period and begin to date events (eg: Pharaoh, dynasty)
- Enquiry:
 - ask questions about ancient Egypt and use a variety of resources to answer these questions
 - use sources of information in ways that go beyond simple observations
 - answer questions using a balanced, range of sources to find out about the period e.g. books, pictures / photos of artefacts, real artefacts, visits, visitors, internet searches.
 - Choose relevant material to present a picture of one aspect of the past (eg: research farming in ancient Egypt)
- Interpreting:
 - Evaluate the usefulness of different sources – which information should we keep and which should we discard?
 - Compare and contrast life in ancient Egypt with present day Egypt
 - Understand that sources can contradict one another
 - Draw conclusions from information gathered e.g. what have we learnt? Why did events happen?
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing
 - Choose relevant material to present a picture of one aspect of the past
 - Use and understand appropriate historical vocabulary to communicate information

Assessment Questions:

- Can children physically place events / artefacts on a timeline
- Can they describe a specific aspect (eg farming) of an ancient Egyptian community (verbally or written)?
- Were they able to research through a range of sources?
- Did they compare and contrast the period of history with the present day?
- Can they use and understand appropriate historical vocabulary
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of World War II?