

History – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 4 history planning placed in context of long-term knowledge growth.

	Historical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
YEAR 4 – Egyptians	<p>How can we discover what Ancient Egypt was like 5,000 years ago?</p> <p>So who did build the pyramids? Did the Prince of Egypt film get it right?</p> <p>What can a clay model and an old pair of sandals tell us about life in Ancient Egypt?</p> <p>Embalming the dead in Ancient Egypt; What does it tell us about Egyptian beliefs about the afterlife?</p> <p>What did Ancient Egypt have in common with other civilizations at the time?</p>	Government/ parliament/politics/ leadership/law and order	Pharaoh (monarchy) accepted as god and people's representative to the gods. Vizier – primary leader of government. Nomarks – local governors. Army commander, treasurer, priests and scribes as officials. Average person had no say in government.	<p>In this topic the children have the opportunity to develop a secure understanding of the richness and complexity of an ancient civilization. They will already have a secure understanding of Roman culture and will be well placed to recognise similarities and differences when comparing this era to life in Ancient Egypt. After learning about the connections between government, the army and religion, children will be ready to start making comparisons with contrasting forms of government and religion when they study Ancient Greece in Year 5.</p>	<p>Rosetta Stone</p> <p>Hieroglyphs, statues, obelisks,</p> <p>Tombs and grave goods</p> <p>Art</p>
		Change	Tomb/Pyramid design. Impact of rule by invaders/conquerors.		
		Legacy	Tombs, temples, monuments, mummies, art, writing, paper, astronomy, plough.		
		Conflict and resolution	Invasion from other countries, slavery.		
		Trade	Agrarian type culture.		
		Religion	Importance of priests, the afterlife, preparation of bodies, especially that of a pharaoh, importance of high priests, Gods and Goddesses.		
YEAR 4 – Tudors	<p>Could you spot Henry VIII in a police line-up?</p> <p>What were the highs and lows of Catherine of Aragon?</p> <p>Can we make sense of a letter from Anne Boleyn?</p> <p>Why did Henry VIII break from Rome: Love or Religion?</p> <p>What can we learn from using Tudor inventories?</p> <p>Elizabethan portraits: Are things always what they seem?</p> <p>How was the Spanish Armada defeated by a smaller English fleet?</p> <p>How did people enjoy themselves in Elizabethan England?</p>	Government/ parliament/politics/ leadership/law and order	Decisions made by king and small group of advisors on the Privy Council but had to be passed by Parliament to become law. Few people had right to vote.	<p>Children will have studied Romans and Vikings in Year 3 and looked in detail at the role and influence of invaders and settlers. They will understand the concept of trade and see how it has developed and changed by Tudor times. Understanding the disadvantages of the woollen cottage industry of Tudor times helps children to understand the reasons for the move to towns and factories during the Year 5 study of the Victorian era. Having a secure understanding of the role of the monarch and government in Tudor times will help children to understand how decisions were made and their long term effects on a nation. They will be able to compare leadership styles during the Roman and Viking eras as well as laying the foundation for understanding the changing role of monarchy and parliament in Victorians in Year 5.</p>	<p>Buildings, portraits</p> <p>Letters and diaries of royalty and foreign ambassadors</p> <p>Palace records of household expenditure</p> <p>Henry VIII's will</p>
		Change	Dissolution of monasteries, English Reformation, naval development.		
		Legacy	Church of England, Royal Navy, castles and palaces, Portraits, music, literature.		
		Conflict and resolution	War of the Roses 1455-1487. The Battle of Bosworth 1485. The Plague.		
		Trade	Merchants. The woollen trade. Spice trade. Establishment of American colonies.		
		Religion	Christianity. Reformation of the church. The Church of England broke away from Rome (no longer accepted Papal authority) and the monarch became the head of the church.		

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YEAR 4 – Remembrance	<p>Who was in charge during WWI? Why did they fight and who with? What changed during WWI and how did it affect the people of Mexborough? Why do we remember WWI and those who died? How do we remember?</p> <ul style="list-style-type: none"> World War I (The Great War) was a global war originating in Europe that lasted from 28 July 1914 to 11 November 1918 The allies and the central powers. The battle raged not just in the trenches of the Western Front but in Africa, the Middle East and Asia Trench warfare and German U-Boats The changing role of women. 11.11.1918 – Armistice. 	<p>Government/ parliament/politics/ leadership/law and order</p>	<p>King George V Prime ministers - Herbert Henry Asquith, David Lloyd George (liberal party) 28.6.1914 - assassination of the Archduke Franz Ferdinand of Austria and his pregnant wife Sophie. Differences over foreign policy between the major world powers was the underlying cause of the war.</p>	<p>Children will have an understanding of the concept of the poppy as a symbol of remembrance from their work in Year 3. This unit will build on this knowledge and broaden understanding by studying different forms of remembrance and commemoration.</p> <p>When children research local mining and flooding tragedies in Years 5 and 6, they will learn how the memories of local disasters are remembered by local communities and compare this with the memorial events used to remember loss on a national scale.</p>	<p>Diaries, letters, postcards, photographs – Imperial War Museum Newspaper archives War memorials, plaques, cenotaphs, books of remembrance</p>
		<p>Conflict and resolution</p>	<p>Trench warfare. The battle of the Somme (1.7.1916). Chemical weapons were first used in World War I. The chemical was mustard gas. Armistice (11.11.1918) The Treaty of Versailles</p>		
		<p>Change</p>	<p>Women in the workforce. Democratic shift of society.</p>		
		<p>Legacy</p>	<p>Plastic surgery was invented because of WWI Blood banks were developed during WWI The war to end all wars – cenotaph Existence of cenotaphs and memorials in local communities. Tradition of parades and services</p>		