

Year Four	History	Autumn
<p>As Historians we will study how civilisation has changed over different eras. This will allow us to learn about these eras through one main theme and allow us to be able to structure these on a timeline.</p> <p style="text-align: center;"><i>What can Art tell us about civilisation from Ancient Egypt to the present day?</i></p> <p>Children must be able to say that they are studying how civilisation has changed over time as well as learning about how the Greek and Roman Empires influenced the Western world. Children must be able to make links back to the eras and areas of learning in previous years.</p> <p>NC Content</p> <ul style="list-style-type: none"> • Develop chronological secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. 		

Historical Vocabulary

Historical.	Civilization	Society
Significant.	Culture	
Artefact.	Century	
Accuracy.	Decade	
Impact.	Features	
Modern		



Autumn 1
Episode 1 – Ancient Civilization (Egyptians, Greeks, and their influences on the Romans)

Procedural Skills to be taught in this learning sequence.

Formulate questions and answer a range of pre-set questions directly related to the past.
Suggest and use suitable sources of evidence to support historical enquiries.
Use two sources of evidence to ensure the accuracy of historical claims.
Suggest causes and consequences of some significant events in history.
Compare time eras across a range of continents.
Describe the social, ethnic, cultural and religious diversity of the past.
Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences for men, women and children.
Place past events and significant figures in order on a timeline with accurate dates.
Use dates and terms to describe an event.
Provide a broad overview of life in Britain.

Ancient Egypt

NC Links:
Pupils should be taught about:
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Explore the positioning of the Ancient Egyptian times on a timeline and discuss how this compares to other time periods. Acknowledge where the Ancient Egyptian civilisation was and other civilisations that existed around the world at this time (build on knowledge from Year 3).

Similarities and Differences across the Egyptian Period: key roles, beliefs and attitudes:

Explore life in Ancient Egyptian times and look at the roles of people. Summarise the key aspects of life in Egyptian times, including social/cultural aspects and also their ideas, beliefs, attitudes and experiences and how these might differ for men, women and children. Compare to life in Britain at this time.

Significance of Ancient Greek Gods for civilisation:

Ancient Greece

NC Links:
Pupils should be taught about:
Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Learn when and where the Ancient Greeks lived and about life in Ancient Greek times (social, cultural and religious views, buildings and cities)

Make comparisons to the ancient Egyptians throughout the topic.

Significance of pottery/jewellery/sculpture for Greek civilisation:

Romans

NC Links:
Pupils should be taught about:
the Roman Empire and its impact on Britain
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Learn when and where the Romans lived and life in Roman times (social, cultural and religious views, buildings and how the empire grew)

Change and Continuity from Greek to Roman era; significance of arts for the Romans:

Explore how the Romans admired Greek art and culture and how they brought Greek artists to Rome (when they conquered) to make sculptures for them in a Greek fashion. Explore sculptures, paintings, pottery and relief

<p>Explore Ancient Egyptian Gods and study the civilisation's beliefs about the Gods and the afterlife. Consider reasons why this might be significant for the Egyptian people.</p> <p>Explore the purpose of Ancient Egyptian art and explain what Egyptian artwork portrayed. (usually an unrealistic view of the world, lots of the artwork depicted images of the gods)</p> <p>Significance of pottery/jewellery/sculpture for Egyptian civilisation:</p> <p>Explore paintings, pottery (canopic jars) sculptures (including death masks and large sculptures), jewellery, relief/carvings. Where appropriate, use these as artefacts to draw conclusions about the Ancient Egyptians and the lives they led (e.g. what differences in the types of jewellery worn can tell us about people's lives - how do these artefacts differ from each other?) Explore how each can portray a different viewpoint.</p> <p>Art Curriculum link – using sculpture and finishing skills (Modroc, papier mache, painting), create an ancient Egyptian Death mask. (Note: see sculpture art planning for details).</p>	<p>Explore how Greek vases and plates were made and how / why patterns were formed.</p> <p>Look at Greek Vases as an artefact. What can we find out about Greek history from these vases?</p> <p>Explore Greek architecture as an art form. Consider stone carvings (including the decoration on pediment and frieze – recap from Y3), marble floors, statues (including how they changed over time) and columns.</p> <p>Consider the theatre as an art form. Explore the different costumes and masks created to enable a range of different roles to be played. (link to the fact that women were not allowed on the stage and their role in society – how is this similar to the Egyptian's views on women?)</p> <p>Change and Continuity: Explore the impact of Greek art/expression on modern day. Pose Q: Would art be different today if the Greeks didn't exist?</p> <p>Art Curriculum link (Spring term) – using sculpture skills, create a Greek Vase and then paint to depict an important aspect of Greek life. See sculpture art planning for details.</p>	<p>and discuss similarities and differences to the Greeks.</p> <p>What can be inferred from these art forms? i.e. busts show a good understanding of what Romans considered "beauty" to be. Romans were fans of realism and as such people's flaws were often depicted in art work.</p>
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Autumn 2

Episode 2 – Historic British Civilization (Vikings / Tudors / Modern)

Procedural Skills

- Formulate questions and answer a range of pre-set questions directly related to the past.
- Suggest and use suitable sources of evidence to support historical enquiries and explain why some accounts differ.
- Use two sources of evidence to ensure the accuracy of historical claims.
- Suggest causes and consequences of some significant events in history.
- Provide a broad overview of life in Britain.
- Describe the social, ethnic, cultural and religious diversity of the past.
- Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences for men, women and children.
- Place past events and significant figures in order on a timeline with accurate dates.
- Use dates and terms to describe an event.
- Understand the concept of change overtime.

<p>NC Links: Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Causation: Introduce Vikings inc. when they lived, how they came to be in England and give a brief overview of Viking life including the invasions and the struggle for the control of England. Draw upon understanding of the Anglo-Saxons from Y3 and now provide an alternative view from the Vikings.</p> <p>Add the Vikings onto a timeline and discuss its significance in British history.</p>	<p>NC Links: Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – learning about the Tudors to deepen the understanding or Art and Culture throughout British history both before AND after 1066.</p> <p>Similarities and Differences within Tudor period: culture and society: Briefly summarise the key aspects of life in Tudor times as was learnt in year 3, including social/cultural aspects and also their ideas, beliefs, attitudes and experiences and how these might differ for men, women and children.</p>	<p>NC Links: Pupils should be taught about: the Roman Empire and its impact on Britain the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – learning about the Tudors to deepen the understanding or Art and Culture throughout British history both before AND after 1066.</p> <p>Change and Continuity: How has Art and Culture changed</p> <p>Modern Art/Deep understanding</p>
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Similarities and Differences within Viking period: culture and society:

Briefly summarise the key aspects of life in Viking times, including social/cultural aspects and also their ideas, beliefs, attitudes and experiences and how these might differ for men, women and children.

Focus in on key art forms in Viking times – Viking long boats and their carvings, woodwork/metalwork, brooches/pendants, weapons. Know that it was popular culture for everything to be adorned in Viking times.

Change and Continuity: Compare Art forms to Roman times.

Significance: Focused study on a significant figure from the Tudor Times (e.g. Henry VIII). Describe the impact this significant figure had (i.e. the introduction of the Church of England) and describe different accounts of this event. Begin to explain why these accounts may differ. (i.e. look at different points of view on Henry VIII by looking at different sources – e.g. portraits compared to diaries. Why might these differ?)

Evidence and Interpretation:

Focus in on key art forms in Tudor times – look at the big art movements such as music and portrait painting. Link this to culture and lifestyle (i.e. why portraits were only painted of the wealthy and what the portraits often included)