



History Long Term Map Year 4

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Brazil</u></p> <p>Geography focus</p>	
Autumn 2	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p>In our historical study of Ancient Egypt, finding out when the Ancient Egyptian period was and placing it on a timeline. Developing a chronological understanding by linking this with areas of history and events that have been previously studied. Then looking at key events within the Ancient Egyptian period and chronologically order these on timelines. Discovering when and where this civilization appeared. Investigating the pharaoh Tutankhamun; and how the discovery of his tomb by Howard Carter was an important historical event. Our trip to the museum, will look at historical artefacts and sources, and use this experience to help build our understanding of primary and secondary historical sources. Finding out about different aspects of Ancient Egyptian life, such as mummification & why it was important to Egyptians at the time; the many gods & goddesses that Egyptians believed in; and how Ancient Egyptians communicated in written ways using hieroglyphics.</p> <p style="color: red;">Trips - Leeds City Museum, Ancient Egypt Workshop and self-guided tour around rest of museum</p>	<p>... exploring the achievements of one of the earliest civilisations.</p> <p>... use timelines to help develop a chronologically secure knowledge of the Ancient Egyptian period of history in relation to periods and events in history studied previously.</p> <p>... use a variety of historical sources</p> <p>... devise and use historically valid questions</p> <p>... construct informed responses in relation to the significance of the gods and social hierarchy in Ancient Egyptian civilisation.</p> <p>... understand how our knowledge of Ancient Egypt and discoveries from Ancient Egypt is constructed from a range of source material.</p>

Spring 1	<p style="text-align: center;"><u>Antarctic Adventure</u></p> <p>Study of famous explorers (British and around the world).</p>	Develop a chronologically secure knowledge and understanding of British, local and world history.
Spring 2	<p style="text-align: center;"><u>Stone Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age (Stone Age Focus)</p> <p>An in-depth study of the Stone Age. Looking at where it chronologically fits with other periods and events already studied. Focussing on the three periods of the Stone Age (Palaeolithic, Mesolithic and Neolithic). Looking at how the people and their lifestyles changes over time (hunters, hunter-gatherers and farming). Also looking at homes, clothing and religion/spiritualism of the time period. Investigating why and how cave paintings were created, and reimagine our own versions of cave paintings.</p> <p style="color: red;">Trips/Visitor - Stone Age Day and Visitor</p>	<p>...develop chronologically secure knowledge and understanding of British, local & world history</p> <p>...note connections, contrasts and trends over time</p> <p>...develop appropriate use of historical terms</p> <p>...changes in Britain from the Stone Age to the Iron Age</p> <p>...late Neolithic hunter-gatherers and early farmers (Skara Brae)</p>
Summer 1	<p style="text-align: center;"><u>Bronze and Iron Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age (Bronze and Iron Age Focus) An in-depth study of the Bronze Age and Iron Age. Continue chronological understanding of this time period and where it fits with other periods and events already studied. Looking at how the people and their lifestyles changed from the Stone Age to being in the Bronze Age and Iron Age (settled, farming communities, building of Hillforts). Also looking at look at homes and jobs of the time period. Why and how Hillforts were created. Finally, compare Stone Age, Bronze Age and Iron Age homes.</p>	<p>...develop chronologically secure knowledge and understanding of British, local & world history</p> <p>...note connections, contrasts and trends over time</p> <p>...develop appropriate use of historical terms</p> <p>...changes in Britain from the Stone Age to the Iron Age</p> <p>...Bronze Age religion, technology and travel (Stonehenge)</p> <p>...Iron Age hill forts: tribal kingdoms, farming, art and culture</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p style="text-align: center;"><u>Yorkshire</u></p> <p>Study of local area (geography focus) - link with how aspects of national history are reflected in the locality - farming/ industrialisation OR study aspect of history or a site that is significant in the locality.</p> <p>Looking at how Yorkshire has changed over the years, touching on industrialisation and how land use has changed over time.</p> <p>Looking at the Bronte family, how they lived, and schooling (home schooling and school). Study and discussion around the Victorian era and compare to modern day life (punishments, jobs, living and school environments). What is similar and what is different? Look at key events in the Bronte sisters' lives (publishing their books, revealing their identities, the big reveal).</p>	<p>...develop chronologically, secure knowledge and understanding of British, local & world history</p> <p>...note connections, contrasts and trends over time</p> <p>...develop appropriate use of historical terms</p> <p>...changes in local history</p>