YEAR 4 CURRICULUM MAP - HISTORY

	Autumn	Spring	Summer
Y3	**Why were the Egyptians special?**	**Why were the Romans a success?**	**How did Victorian life compare to life today?**
	Disciplinary Skills in History 1. *Use my knowledge of the timeline* 2. *Use Historical language* 3. *Ask and answer questions around cause and consequence, similarities and difference* **4.** *Choose, use and interpret primary and secondary sources of evidence*		
4	**Stone age** 3.4million BC – 3,300 BC **Would you have liked to live during the Stone Age?** **Learning objectives:** 1. What tools and objects were used during the Stone Age? 2. What inferences can be made from cave art? 3. How did hunting with tools develop a person's diet? 4. How did housing develop during the Stone Age? 5. Why is Stonehenge significant? 6. What significant developments were made throughout the Stone Age? **Key facts** (Important Knowledge): • The Stone Age was an ancient civilisation approximately 3.4 million years ago • There are three main periods to the Stone Age: the Palaeolithic, Mesolithic and Neolithic periods. • Flint was used to make weapons and hunt. • Cave art was used to communicate. • Stone Age people lived in caves. • Stonehenge is an ancient monument in southern England. **Key vocabulary:** Neolithic, Mesolithic, Palaeolithic, pre-historic, artefact, hunter-gatherer, Stonehenge, communication, diet, flint **Themes:** Art – cave paintings	**Bronze age** 3,300 BC – 1,200 BC **Iron age** 1200 BC – 550 BC **How were the Bronze and Iron Age more advanced than the Stone Age?** **Learning objectives:** 1. What tools and objects were used throughout the Bronze and Iron Ages? 2. What inferences can be made from Bronze and Iron Age artefacts? 3. How did farming with tools develop a human's diet? 4. How did housing develop throughout the Bronze and Iron Ages? 5. How did hill forts protect settlements? 6. What significant developments were made throughout the Bronze and Iron Age? **Key facts** (Important Knowledge): • Bronze Age spanned from approximately 3300 BC - 1200 BC. • Iron Age spanned from approximately 1200 BC – 43AD. • Bronze and tin were smelted to make tools. • Iron and carbon were smelted to make steel. • Bronze Age artefacts that have been found include swords, daggers, chisels and axe heads. • Farming developed to improve food and diet. • Housing developed from roundhouses to hill forts. **Key vocabulary:** Artefact, bronze, iron, roundhouse, hoard, hill fort, settlement, farming, smelted **Themes:** Art – geometric domes, Society	**Local study** Ilkeston Timeline 1900-present **How has Ilkeston changed over the past 100 years?** **Learning objectives:** 1. What do primary and secondary sources tell us about Ilkeston's past? 2. How did textile manufacturing help to develop Ilkeston? 3. How has transport evolved in Ilkeston? 4. How did coal mining impact Ilkeston? 5. Is Bennerley viaduct as important today as it was in the past? 6. Was it worth the money to save Bennerley Viaduct from demolition? (Fieldwork) **Key facts** (Important Knowledge): • Photographs are a primary source of historical evidence. • Coal mining and textiles helped grow the population of Ilkeston and were the two main industries. • Ilkeston used trams as transport and had three train stations that served the town. • Bennerley Viaduct was constructed in 1877 and is a Grade 2 listed structure. **Key vocabulary:** Industrial Revolution, transport, coal mining, textiles, local, viaduct, Ilkeston. primary, secondary, sources **Themes:** Society Continuity and change Transport
Y5	**Ancient Greece** 1,200BC-600AD	**Anglo-Saxons** 500AD-1066AD	**Tudors** 1485-1603 (Henry VIII-Elizabeth I)