History year group overview – year 4

History Intent: At Slade Primary school, our History curriculum aims to foster children's enthusiasm and curiosity about the past including how and why people interpret the past in different ways. Through carefully sequenced historical concepts, children will enquire, investigate and analyse the past. Their learning experiences will allow them to understand how history has shaped their own lives and the lives of those around them.

Key Concept and Unit of work	Key objectives	End Point
Achievements **How did the achievements of the Ancient Maya affect their society and beyond?**	• To make deductions about an ancient Maya city by exploring remains. • To evaluate historians' claims on the decline of the ancient Maya cities. • To explore the challenges faced by the ancient Maya when settling in the rainforest. • To infer how the ancient Maya valued and used cacao by exploring historical artefacts. • To describe the role of Maya gods and goddesses by studying images and scenarios. • To develop recording skills through exploration of ancient Maya inventions.	I can explain the impact of the achievements of the Ancient Maya including buildings, inventions and farming techniques.
Invasion and Settlements **How hard was it to invade and settle in Britain?**	• To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain. • To identify change and continuity in Iron Age and Anglo-Saxon settlements. • To explore bias by evaluating sources about Alfred the Great. • To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo. • To identify how Christianity spread in Britain in the Anglo-Saxon period. • To evaluate how and why Anglo-Saxon rule ended.	I can explain how and why Anglo-Saxons came to Britain. I can describe what life was like in Anglo-Saxon Britain.
Civilisations **How have children's lives changed?**	• To identify the continuities and changes to children's lives using a range of sources. • To research and record the working conditions of Victorian children using reports and images. • To explore the changes in children's leisure time using a range of sources. • To investigate why Tudor children worked and what working conditions were like. • To evaluate Lord Shaftesbury's significance to children's lives. • To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.	I can compare the lives of children in the Tudor and Victorian periods with children's lives today.

Disciplinary Knowledge

Substantive Knowledge