



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### History - Y4



|  | Year 4 Unit 1<br>The Ancient Egyptians  | <br>Ancient Egypt | Year 4 Unit 2<br>Roman Britain   | <br>Roman Britain | Year 4 Unit 3<br>Crime and punishment   | <br>CRIME & PUNISHMENT |
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| <b>SUBSTANTIVE CONCEPTS</b><br>8 Substantive concepts are concepts that children will come across repeatedly throughout their education in history<br><b>Highlighted concepts covered in unit</b>  | <b>Leadership</b> , agriculture, migration, <b>civilisations</b> , childhood, <b>worship</b> , <b>society</b> , equality  |   | <b>Leadership</b> , agriculture, <b>migration</b> , <b>civilisations</b> , childhood, worship, <b>society</b> , equality   |  | Leadership, agriculture, migration, civilisations, childhood, worship, <b>society</b> , <b>equality</b> .   |   |
| <b>DISCIPLINARY CONCEPTS</b>   | <b>Constructing / Communicating the past</b><br><b>Significance and interpretations</b>   |   | <b>Constructing / Communicating the past</b><br><b>Historical Enquiry</b><br><b>Using sources as evidence</b>  |  | <b>Constructing / Communicating the past</b><br><b>Cause and effect</b><br><b>Using sources as evidence</b>   |   |
| <b>KEY VOCABULARY</b>  | Civilisation, hieroglyphics, fertile, archaeologist, excavation, mummification, sarcophagus, pyramid, pharaoh, pyramid, sphinx, creation,   |   | Invade, invasion, conquer, republic, empire, battle, glory, barbaric, legacy   |  | Bobbies, deterrent, execution, highwaymen, exile, justice, transportation, laws   |   |
| <b>SUBSTANTIVE KNOWLEDGE</b><br>Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit. | <ul style="list-style-type: none"><li>Knows that ancient Egypt existed some 5,000 years ago.</li><li>Knows the Egyptians had a well-structured and stratified society with pharaohs at the top, nobles, then scribes and priests, but most were farmers. There were also slaves. The status of women was relatively high in Egyptian society, with some becoming pharaohs</li><li>Knows that life revolved around the Nile, which supported farming, craft and was used for trade.</li><li>Knows the ancient Egyptians built the pyramids.</li><li>Knows that when pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</li><li>Knows the ancient Egyptians wrote in hieroglyphics on papyrus.</li><li>The ancient Egyptians worshipped gods who were responsible for different aspects of life.</li></ul> |   | <ul style="list-style-type: none"><li>Knows the city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC – but didn't stay long</li><li>Knows they invaded again in 43AD and this time they controlled a lot of Britain</li><li>Knows they built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</li><li>Knows that in Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</li><li>Knows the Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</li><li>Knows that in AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</li><li>Knows the Romans' legacy can be seen in many places around Britain today</li><li>Knows that Roman Britain reached its height in 160 AD – by the 5<sup>th</sup> century many Romans had left and by 410 AD – links with Rome largely severed.</li></ul> |  | <ul style="list-style-type: none"><li>Knows why Crime and Punishment changed over time? Focus on 1700 to the present day</li><li>Knows that activism of the suffragettes from 1860 onwards. – discrimination against women – women did not have the right to vote – only men. Suffragettes actions at the time regarded as Terrorism. Women did not have equal rights to vote until 1928<ul style="list-style-type: none"><li>Famous Lancashire Suffragettes Barbara Castle and Mary Agnes Hamilton</li></ul></li><li>Bloody Code of 1815,</li><li>I can explain how laws and punishments change over time.<ul style="list-style-type: none"><li>Examples of Physical punishments and humiliation</li><li>Bloody Code of 1815 – made 200 crime punishable by death - the introduction of the code reduced the number of Executions / deaths</li><li>In 1668 only 50 crimes punishable by death</li><li>Prisons - are a punishment – take away freedom – but in 1700's preferred to transport prisoners to other countries such as America and Australia – cheaper, they thought it meant fewer criminals in our country</li></ul></li><li>I know that views on what is a major crime have changed over time<ul style="list-style-type: none"><li>vagabond, poaching, highwayman, smuggling – early crimes</li><li>Dick Turpin is one of the most famous highwaymen.</li><li>George Lyon (1761–22 April 1815) was a highwayman in Lancashire. Lyon was born in Upholland, <b>Lancashire</b>, to a poor family and was a career criminal.</li><li>Know of the founding of the first police force, transportation of prisoners and the first paid police force 1829</li><li>In 1842, a detective branch was created – it was easier for plainclothes policemen to detect and catch criminals than policemen in uniform. By 1856, it was compulsory for all districts to have a police force.</li></ul></li></ul> |   |
| <b>CHRONOLOGICAL KNOWLEDGE</b>   | <ul style="list-style-type: none"><li>Knows that the Ancient Egyptians existed around 5000 years ago.</li></ul>   |   | <ul style="list-style-type: none"><li>Knows that the Roman Empire spanned from roughly 753BC until 410AD</li><li>Knows when the different events of the Roman empire happened.</li></ul>   |  | <ul style="list-style-type: none"><li>Knows about crime and punishment in the 1700s and 1800s.</li></ul>  |   |
| <b>MAKING CONNECTIONS</b><br><b>Key knowledge / key questions</b>  | Discuss KS1 History – more recent History (AD) – look at a time line for context – discuss BC and show where this appears on a timeline – going to explore much earlier history<br><br>Make connections with <b>Year 3 Unit 1 and 2</b> – The Stone and Bronze Age<br><br>Make the connections with a Chronology across previously studied units – Focus on BC <ul style="list-style-type: none"><li>What are the challenges about trying to find out about historical events that happened so long ago? The availability of sources and evidence</li><li>What evidence – sources did we have to use to find out about periods of history so long ago? Archaeological remains</li></ul>   |   | Do you remember from KS1 – the topic on Great inventions – what did we learn about – development of planes and railways. – and the impact of these inventions on our lives<br><br><b>Make connections with Year 4 Unit 2</b><br>Also, inventions in the Bronze and Iron age such as the wheel and advancements with weapons think about how they helped with later inventions such as planes and railways<br>Well today we are going to look at the inventions and achievements of the people from the Roman Age age – Do you think they will be similar or different inventions / achievements? We will explore advancements in house building and weaponry and defence and think about why they had such a successful army and managed to control a vast amount of Britain etc   |  | Making connections - The unit will support the children in gaining an understanding of the breadth people can make in order to become significant, and will make links with the prior learning in Year 1/ 2 – local hero's – where we investigated people from our locality <ol style="list-style-type: none"><li>Richard Dumbreck – links to the Trust and the role he played in the Growth and Development of Singleton Village from 2003 onwards</li><li>Miller family – built key parts of the village –e.g. school/ village hall / station etc</li><li>Lubaina Himid, artist – from Preston – first Black winner of the Turner Prize</li><li>Saira Hussain, architectural designer Saira</li></ol><br><b>Make the connection with Year 3 Unit 1: The Stone Age</b> <ul style="list-style-type: none"><li>Look at the chronology - Discuss BC and AD</li></ul>  |   |

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|   | <ul style="list-style-type: none"><li>The challenges – the historical information and conclusions as to what life was like can change as new archaeological discoveries are made that change our understanding of prehistoric ages</li></ul>   |   | <ul style="list-style-type: none"><li>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</li><li>Stone age people started to settle and make communities – farm and trade.</li><li>Going to Study the change over time with settlements – development of villages towns and the growth of crime</li></ul>   |
| <p><b>DISCIPLINARY CONCEPTS &amp; HISTORICAL ENQUIRY</b></p> <p>Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</p> <p>Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry</p> <p><b>Key Assessment Opportunities – Highlighted.</b></p> | <p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"><li>Beginning to discuss and ask and answer more complex questions about the past</li><li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</li><li>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</li></ul> <p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"><li>An increasing knowledge and understanding of local, British and word history within an increasing secure chronological framework</li><li>Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</li><li>Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li><li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</li></ul> <p><b>Change and development</b></p> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"><li>Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum</li><li>Understanding some of the ways in which people’s lives have shaped this nation.</li><li>Understanding some significant aspects of history – nature of ancient civilisations;<ul style="list-style-type: none"><li>Identify key things that stayed the same between periods.</li><li>Identify key things that changed between periods.</li></ul></li></ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"><li>An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance</li><li>Describing how Britain has influenced and been influenced by the wider world</li></ul> <p><b>Significance and interpretations</b></p> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"><li>Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework</li></ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"><li>Using a greater depth and range of historical knowledge to provide more reasoned explanations</li><li>A developing understanding of specific historical abstract terms such as civilisation</li></ul> <p><b>Historical Enquiry</b></p> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"><li>An increasing proficiency in the effective use of historical enquiry and selection of evidence</li><li>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li><li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li><li>Becoming a more independent learner</li></ul> <p><b>Using sources as evidence</b></p> <ul style="list-style-type: none"><li>An increasing awareness of the different ways in which the past is represented and interpreted</li><li>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li><li>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources).</li><li>Understand how our knowledge of the past is constructed from 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