

History Year 4 Autumn 1		Learning in this topic:			
<p align="center">The Tudors</p> <p align="center">Topic Key Question: Why were the Tudors so important to Britain?</p>		<p>Knowledge of Chronology</p> <ul style="list-style-type: none"> Order the Tudor Monarchs and place on a timeline - Looking at the Tudor Period from 1485-1603. Placing the reign of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. Also looking at Henry VIII's wives Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr. (How many years are they apart did they reign? Who reigned the longest? Which wives were the mothers of his children?) Looking at the significance of the rule of Henry VIII - Discussing his ruthlessness and selfishness and how this affected his reign and treatment of subjects and wives. Discussing the devolution of the Catholic Church and Creation of the Church of England. His desire to have a male heir and how this linked to his 6 marriages. His intelligence and ability to speak French, Spanish and Latin and how this affected his rule and made him powerful in wars and conflicts with other countries. The importance of him building the Navy and how this led to our success in the battles against France and Scotland. The unification of Wales and England and how this is still in place today. His desire to appear powerful and how this affected his appearance going from athletic and slim in his youth, to overweight in later life. The building of Hampton Court Palace as a sign of his wealth and grandeur. Comparing the reign of Henry with that of Elizabeth I - Looking at how Elizabeth had a council of advisors to help her run the country. Looking at the time Elizabeth ruled the being known as the Golden Age. Linking to exploration and discoveries made by Walter Raleigh and Francis Drake (funded and encouraged by Elizabeth I) and development of literature such as Shakespeare's plays. <p>Knowledge of Historical Terminology Monarch, Exploration, Reign, Devolution, Rebellion, Society, Class systems</p> <p>Knowledge of Historical Enquiry: using evidence and communicating ideas</p> <ul style="list-style-type: none"> Consider how we know about Tudor life - explore Primary Sources (Tudor Portraits, maps of Tudor explorers, Photos of rich and poor, houses, dress and food) and secondary sources to explain and analyse the importance and significance of the Tudors on today's society. Select and combine information from more than one source to form judgements and take parts in a debate on what the most significant thing the Tudors did for Britain is? On the trip to Ancient High house gaining hands on experience of Tudor Artefacts and looking at what they were used for and how they are different to the modern era. Looking at maps of Stafford in Tudor Times and using this to construct a town model. Talking about why it was towns and buildings were created like this. (Walls around them, houses where each floor over hangs the previous to create a leaning effect) <p>Knowledge of Interpretations of History</p> <ul style="list-style-type: none"> Looking at the maps and routes taken by Walter Raleigh and Sir Francis Drake. Looking at what they discovered or brought back to Britain (e.g. potatoes, sugar and tobacco) and Drake's involvement in the battle against the Spanish Armada. Determining why they are significant to Tudor and Modern Times. <p>Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events</p> <ul style="list-style-type: none"> Comparing the significance of the rules of Henry VIII and Elizabeth I. Looking at who had the biggest impact on Britain in Tudor times and how their legacy is significant in today's society. (Church of England, Building of the Navy, Exploration, Culture - art and literature) Comparing the life of different social class systems. Comparing clothing, food, dress, housing and talking about how it was different for rich and poor. Hands on experience of dressing in Tudor clothes and looking at Tudor food at the Ancient High House. Looking at Crime and punishment and comparing it to modern society. Looking at crimes such as theft, treason, rebellion and murder, as well as less serious crimes such as public drunkenness, possible witchcraft etc. Then looking at the punishments for each of these beheading, hanging, ducking stool, stocks, drunks cloak, burning, being pressed, being boiled alive, whipping and flogging. Comparing them modern crimes and punishment and how they have changed. Comparing the difference between crimes for rich and poor people. 			
<p>NC objectives covered:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history, for example, the first railways or the Battle of Britain (Creation of Church of England) 	<ul style="list-style-type: none"> Use dates and historical terms to describe historical periods, Knowledge of what Royal families are Understand the role of a monarch Guy Fawkes and The Gunpowder Plot (Year 1) 				
<p>Prior Knowledge needed:</p>	<ul style="list-style-type: none"> Use dates and historical terms to describe historical periods, Knowledge of what Royal families are Understand the role of a monarch Guy Fawkes and The Gunpowder Plot (Year 1) 				
<p>Curriculum Concepts and Themes:</p> <ul style="list-style-type: none"> Chronology Succession of monarchs Significant figures in British History (Henry VIII, Elizabeth I, Francis Drake, Walter Raleigh) Comparison of life for rich and poor Changes to crime and punishment 	<p>Curriculum Skills Progression:</p> <ul style="list-style-type: none"> Answer questions about the past selecting information from a wide range of sources. Describe the key characteristics and features of a range of different periods of history. Describe changes that have taken place within and across historical periods. Use historical terms effectively to describe periods within history. Talk about the impact of events on different groups within society at that time. Use a range of sources of information to find out about significant historical people from a key historical period Compare and contrast events from different historical periods, e.g. Victorians and 1960's. Compare and analyse the factors that caused change in the past. 	<p>Direct links to made other subjects:</p> <ul style="list-style-type: none"> Art (Tudor Portraits) Geography (Exploration routes on Maps) Maths – ordering dates in chronological order English - Diary Writing, Character Profiles 			
<p>Inspirational Start: (hook to capture the imagination) Horrible Histories Gory Games style quiz on Tudor traditions.</p>		<p>Mid-way Milestone: Treasure hunt for exploration Hot Seating for Henry VIII</p>		<p>Extraordinary End: (a recognised end point to work towards) Trip to Ancient High House</p>	

History Year 4 Spring 1 World War Two Topic Key Question: Did Britain benefit from World War 2?		Learning in this topic: Knowledge of Chronology <ul style="list-style-type: none"> • Understanding the period of World War 2 - Looking at the period between 1939-1945 specifically the period Britain were involved in World War 2. • Looking at the order of key events of World War 2- Examining significant events that lead to the cause of World War 2, Treaty of Versailles at end of WW1, Great Depression, rise of Nazi Party, Germany's invasion of Poland. • Looking at Significant events of the War – Examining the events of the Blitz and the impact it had on life on the home front. Looking at the Dunkirk evacuation and its significance on the events of the war that followed. Looking at D-day and VE day and how they lead to the end of the war. Knowledge of Historical Terminology War, Invasion, Axis Powers, Allies, Home Front, Propaganda, Rationing, Blitz, Evacuation,			
NC objectives covered: <ul style="list-style-type: none"> ▪ a significant turning point in British history ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 					
Prior Knowledge needed: <ul style="list-style-type: none"> • Use interpretations, pictures and written sources to build a picture about the past. • Give reasons why peoples account of the same event may be different. • Talk about sources of information that contain negative views and accounts. • Explain and give reasons for events in the present and past. • Talk about and give reasons for the actions of, and events in the life of a well-known historical person. 	Knowledge of Historical Enquiry: using evidence and communicating ideas <ul style="list-style-type: none"> • Consider how we know about life on the home front - explore Primary Sources (Propaganda posters, Rationing Books, Photos of evacuation and the Blitz, Letters and Diaries from evacuees, Newspaper articles from the time) and secondary sources to explain and analyse the importance and significance of the events and how they affected those at home. • Select and combine information from more than one source to form judgements and take parts in a debate on Do you agree that evacuation was good thing? • Hands on experience of WW2 artefacts. Weston Park experience of Anderson Shelter and clothing, home items. Thinking about how we use to understand life on the home front and children in the Wartime. • Examining photos, news clippings, films looking at evacuation. Helping to understand what life was like for those children. What the personal experiences would be like. Looking to understand the reasons why children were evacuated and if it was of a positive thing for those involved and Britain. • Examining photos, newspaper clippings and listening to interviews of soldiers on the BBC website involved in Dunkirk. Understanding the events that lead to the evacuation, understanding with the experiences of the soldiers who went through it. How it's portrayal in the British Media was used to boost morale and how it was different from actual events. Knowledge of Interpretations of History <ul style="list-style-type: none"> • Examining the causes of WW2. Looking at Treaty of Versailles at end of WW1, Great Depression, rise of Nazi Party, Britain's Policy of appeasement. Germany's invasion of Poland, exploring the idea that Germany were to blame. Is this a fair interpretation of events? • Looking at the events of The Dunkirk Evacuation. Listening to experiences of soldiers. Looking at the lack of defence in France which lead to this. Examining the statistics of the injuries and death. Discussing the rescue mission and how this was used to boost morale and indicate success. Aiming to answer the question was the evacuation of Dunkirk a success for Britain and the Allies? • Looking at the role of propaganda during the war. How did help the war effort? What impact did it have on the home front? How important was it for the success during the war? Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events <ul style="list-style-type: none"> • Examining what life was like on the home front and how British Society changed during and after the war. Focussing on the events of the Blitz, Rationing, Land Army, The role of women during the war. What legacy did it have on British Society? Comparing it and contrasting it to both the society before and after the war. • Comparing the experiences of those involved in fighting overseas during the war and life on the home front. Discussing which aspects were difficult for both, what was the impact of both on the war effort? Which had the most significance in the eventual victory for Britain? 				
Curriculum Concepts and Themes: <ul style="list-style-type: none"> • Chronology • Causes of World War 2 • Life on the home front. What was it like to be in Britain during the War? E.g evacuation, propaganda, rationing, role of women • Significant figures of World War 2 and the impact they had on events. • Comparing and contrasting how the war affected different groups within society. 	Curriculum Skills Progression: <ul style="list-style-type: none"> • Answer questions about the past selecting information from a wide range of sources. • Identify different ways in which people have represented and interpreted the past. • Talk about and give reasons for an event being interpreted in a range of different ways. • Give reasons for negative views and accounts in written sources of information. • Describe a range of different features of key historical events. • Use a range of sources of information to find out about significant historical people from a key historical period • Compare and contrast a range of information about a significant historical person. 	Direct links to made other subjects: <ul style="list-style-type: none"> • D&T (Sewing making bunting) • Geography (Locating Countries in Europe and other parts of the world involved) • PHSE – understanding viewpoints of others • English - Narrative writing based on the events of the Blitz and evacuation 			
Inspirational Start: (hook to capture the imagination) Mock air raid within the classroom. Children to experience what it would have been like for children during the blitz/blackout period.	Mid-way Milestone: Debate on evacuation. Should it have taken place? Was it a positive or negative thing for Britain?		Extraordinary End: (a recognised end point to work towards) Trip to Weston Park		

History Year 4 Summer 1 The Aztecs Topic Key Question: How have Aztecs influenced today's society?		Learning in this topic: Knowledge of Chronology <ul style="list-style-type: none"> Understanding the period of The Aztec Empire - Looking at the period between 13th and 15th Century when early migrants began to build settlements in Mexico until the Spanish Invasion in 1519, led by Hernan Cortes. Looking at the order of key events of the Aztec Empire- Examining the creation of Tenochtitlan as the Aztec capital city. Looking at different inventions made by the Aztec (calendars, bubble-gum, chocolate, school, popcorn and floating gardens) and when these occurred, understanding how long things in modern society have been in use for. Examining the events of the First Spanish Invasion of 1519, the second invasion 3 months later and the impact it had on the society. The end of The Aztec Empire – Examining the events that led to the downfall of The Aztec Empire, following the First Spanish Invasion of 1519. Then examining why that failed and they needed a second invasion 3 months later. Looking at the positive and negative consequences of this and how it wiped out the empire. Knowledge of Historical Terminology Aztec, Mayan, Exploration, Civilisation, Society, Invasion, Temple, City, Empire Knowledge of Historical Enquiry: using evidence and communicating ideas <ul style="list-style-type: none"> Consider how we know about Aztec life - explore Primary Sources (Landscapes portraits of Tenochtitlan, Google expedition to Machu Picchu and Chichen Itza, looking at the building and artefacts there and what they tell us about The Aztecs) and secondary sources to explain and analyse the importance and significance of the influence The Aztecs have on modern society. Select and combine information from more than one source to form judgements and take parts in a debate on Do you agree that the Aztecs have influenced today's society? Hands on experience of Aztec inventions. Thinking about how we use calendars, bubble-gum, popcorn, chocolate, school, floating gardens today. Using this to analyse the impact Aztec inventions have on our society in past and present times. Knowledge of Interpretations of History <ul style="list-style-type: none"> Examining the city of Tenochtitlan. Looking at the layout, buildings and people who lived there. Thinking about why they were significant to the empire. Examining the successes (building only 3 roads connecting the city to the mainland, meaning they could bring in food etc but also defend it easily against attack, using the lake as means to keep watch over the city and be prepared for any enemy arriving by boat in order to defend it, building a population of 300,000, establishing shops, restaurants and markets where trade was well established and helped provide for the people within the society) and failings of the city (building it on a swamp, where it began to sink, isolating it so that when it was eventually attacked people could not escape easily) Looking at the events of the Spanish Invasion and interpreting if it was a positive or negative thing. Examining the role of Hernan Cortes and Montezuma and the relationship they had, how this led to the defeat. Watching BBC video which gives different interpretations of the events from both the Spanish side and that of the Aztecs. Comparing it to the paintings, accounts and other facts we know about the invasion and looking at what information is most reliable. Analysing all this to answer the question was the Spanish Invasion a bad thing? Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events <ul style="list-style-type: none"> Examining what happened after the fall of the Aztec Empire and how that changed for the people living in those societies, by analysing if the Spanish Invasion was a bad thing. Looking at the consequences of the changes that happened, how things were brought into Britain as a result of the Spanish invasion and discoveries. Comparing the life of different social class systems. Comparing clothing, food, dress, housing and talking about how it was different for rich and poor. Examining sources, mainly artistic interpretations to establish how life differed for the rich and poor. 			
NC objectives covered: <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900; The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 					
Prior Knowledge needed: <ul style="list-style-type: none"> Use dates and historical terms to describe historical periods, Knowledge of empires/civilizations such as Romans and Ancient Egypt Understanding of society Understanding of different gods and goddesses and their impact on the beliefs of a society# Knowledge of continents Exploration and discoveries (Tudor Topic) 					
Curriculum Concepts and Themes: <ul style="list-style-type: none"> Chronology the legacy of Aztec Culture (art, architecture or literature) on later periods in British history, including the present day The effect and consequences of invasions on societies and how this transfers to the modern day Comparison of life for rich and poor within a society Comparing British History to that of other countries and societies 	Curriculum Skills Progression: <ul style="list-style-type: none"> Answer questions about the past selecting information from a wide range of sources. Identify and describe features and characteristics of past societies. Place civilisations and events on a timeline showing an understanding of the terms BCE and CE. Compare and describe the characteristics of a range of significant groups from the past Talk about the impact of change on past societies Use a range of sources of information to find out about significant historical people from a key historical period 	Direct links to made other subjects: <ul style="list-style-type: none"> Art (Aztec Masks) Geography (Locating Countries and sites in South America) Maths – ordering dates in chronological order English - Narrative writing based on the events of The Spanish Invasion 			
Inspirational Start: (hook to capture the imagination) Google expeditions to Machu Picchu and Chichen Itza		Mid-way Milestone: Making Aztec Chocolate		Extraordinary End: (a recognised end point to work towards) Filming a horrible Histories style programme on How The Aztecs have influenced our society.	