**Year 4 CURRICULUM OVERVIEW 2024 – 2025**

| **YR4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Content** | **The Wider World****Greek Life and Achievements**Ancient Greece | **British History*****Britain’s settlement****by Anglo-Saxons and Scots* | **British History****Struggle for the kingdom of England**Vikings |
| **Key new knowledge** | **Ancient Greece – a study of Greek life and achievements and their influence on the****western world****Chronological understanding** * Place events from the Ancient Greece period, on a timeline.
* Use terms related to the Ancient Greece period and begin to date events.
* Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini).

**Knowledge and understanding of events, people, and changes in the past.*** Describe similarities and differences between people, events and artefacts from the Ancient Greece period.
* Describe how some of the things I have studied from the Ancient Greece period affect/influence life today.
* Use evidence to show how the lives of rich and poor people from the Ancient Greece period differed.
 | **Britain’s settlement by Anglo-Saxons and Scots****Chronological Understanding** * Place events from the period the Anglo Saxons settled in Britain, on a timeline.
* Use terms related to the Anglo Saxon and Scot period and begin to date events.
* Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini).

**Knowledge and understanding of events, people, and changes in the past.*** Describe similarities and differences between people, events and artefacts from the Anglo-Saxon and Scots period in Britain.
* Describe how some of the things I have studied from the Anglo-Saxon and Scot period affect/influence life today.
* Use evidence to show how the lives of rich and poor people from the Anglo-Saxon and Scot period differed.
 | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward****the Confessor****Chronological Understanding*** Place events from the period the Vikings invaded Britain, on a timeline.
* Use terms related to the Viking period and begin to date events.
* Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini).

**Knowledge and understanding of events, people, and changes in the past.*** Describe similarities and differences between people, events, and artefacts from the Viking period.
* Describe how some of the things I have studied from the Viking period affect/influence life today.
* Use evidence to show how the lives of rich and poor people from the Viking period differed.
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| **Key new knowledge** | **Historical Enquiry** * Use sources of information in ways that go beyond simple observations to answer questions about the Ancient Greece period.
* Use a variety of resources to find out about aspects of life in the Ancient Greece period.
* Ask questions and find answers about the Ancient Greece period.

**Historical Interpretation*** Look at different versions of the same event in history and identify differences.
* Know that people in the past represent events or ideas in a way that persuades others.

**Organisation and communication*** Use and understand appropriate historical vocabulary to communicate information.
* Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.
 |  **Historical Enquiry*** Use sources of information in ways that go beyond simple observations to answer questions about the Anglo-Saxon and Scot period.
* Use a variety of resources to find out about aspects of life in the Anglo-Saxon period.
* Ask questions and find answers about the Anglo-Saxon and Scot period.

**Historical Interpretation*** Look at different versions of the same event in history and identify differences.
* Know that people in the past represent events or ideas in a way that persuades others.

**Organisation and communication*** Use and understand appropriate historical vocabulary to communicate information.
* Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.
 | **Historical Enquiry** * Use sources of information in ways that go beyond simple observations to answer questions about the Viking in Britain period.
* Use a variety of resources to find out about aspects of life in the Viking period in Britain.
* Ask questions and find answers about the Vikings in Britain period.

**Historical Interpretation*** Look at different versions of the same event in history and identify differences.
* Know that people in the past represent events or ideas in a way that persuades others.

**Organisation and communication*** Use and understand appropriate historical vocabulary to communicate information.
* Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.
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| **Assessment** | Retrieval tasksPop quizzesPeer can self-assessmentWork in booksDiscussions & Questioning | Retrieval tasksPop quizzesPeer can self-assessmentWork in booksDiscussions & Questioning | Retrieval tasksPop quizzesPeer can self-assessmentWork in booksDiscussions & Questioning |