

Subject: History	Year group: Year 4	Topic: Local History: Visit the Church/War memorial and select a soldier as a focus (wider event).	Initiation & activation activities:
<p>Prior knowledge required: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality.</p>		<p>Vocabulary:  <b>Key Vocabulary:</b> recent history, time, difference, shape our lives, religious differences, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view, comparing sources, similarities, difference, reliability, eye-witness  <b>Challenging Vocabulary:</b> way of life, dictated, inventions, impact on health/ education aspect, developments, comparison, hypothesis  <b>Topic Specific Vocabulary:</b> locality, St Mary’s Church, memorial, WW1, soldier.</p>	<b>Cultural Capital</b>
<p><b>Key Concepts Covered:</b> Change, Causation, Significance, Chronology  Similarity and difference, Sources, Empathy</p> <p><b>Substantive Concepts Covered:</b> War, Settlement, Social class, Religion, military, crime</p>			
<p>Programme of Study: Year 3 &amp; 4*</p> <p>Pupils should :continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>			
Implementation:	Impact –lesson sequence:	Evaluations and assessments:	
<p><b>A local history study</b>  a depth study linked to one of the British areas of study  a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality  <b>Chronological understanding</b></p>	<p>Lesson 1- I am learning to make inferences to predict our history topic.  Children map out in humanities books what they may already know about local history, WW1/WW2 and recent history. How has history shaped our lives?  Independant practise- Vocab search. In pairs children to research the words- religious,</p>		

<ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p>GD-</p> <ul style="list-style-type: none"> <li>• Can they use their mathematical skills to help them work out the time differences between certain major events in history?</li> <li>• Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an</li> </ul>	<p>trenches, seaman, reliability, dictated and hypothesis. How do these words link? Can you see any connections?</p> <p>Children to share their ideas and to be put on the working wall.</p> <p>Lesson 2- I am learning to make inference about someone from the past.</p> <p>Show a picture of the soldier. Who do you think he is? Why do you think this? Children to stick the picture in their books and write their predictions around it. Write questions you would like to ask them.</p> <p>Lesson 3- I am learning to collect information about someone from the past.</p> <p>Introduce W Humes. Sailor from WW1 from Holywell. Introduction of what a census is, what it is used for. Hand out the census and see if the children can find any information on W Humes.</p> <p>Children will find his address, death, where he is buried and that his Dad also went to War. Children to figure out how old he is (19 years old). Did he survive the War? Where about did he live? Di they know anyone that lives there? Do they know anyone who is 19?</p> <p>Independent activity- Children to write down questions they would like to ask W Humes. HA to be hot seated as W Humes and children to ask them the questions.</p>	
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<p>accurate picture of how people lived in the past?</p> <p>GD-</p> <ul style="list-style-type: none"> <li>• Can they recognise that people's way of life in the past was dictated by the work they did?</li> <li>• Do they appreciate that the food people ate was different because of the availability of different sources of food?</li> <li>• Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</li> <li>• Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul> <p>GD-</p>	<p>Lesson 4- I am learning to identify the local areas in the past and how they connect to my historic figure. Recap on what we have learnt so far. Look at Bates Cottage and how it has changed since 1914. Who lived there then/now? How has it changed? What surrounds it now? Independent practise- Children to draw both maps and identify the similarities/ differences.</p> <p>Lesson 5- I am learning to look at past and present soldiers and how they might differ. Recap what we have already found out. Bring the soldiers uniform out. Have picture of a WW1 uniform. What is similar, what is different? Take pictures of the children while they look at it. Independent practise- Children to have pictures of the two uniforms. They write around it and out what is the same what is different. What do they think about it.</p> <p>Lesson 6- I am learning to plan a route to the church. Independent practise- Children will be given a mapo showing the school and the church. How would this be helpful? WHat could we use this for? CHildren will then use the map to plan a route from the school to St Mary's Church.</p> <p>Lesson 7- Visit to St Mary's Church to see the War Memorial. When walking to the church see if there</p>	
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<ul style="list-style-type: none"><li>• Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</li></ul>	is an oppotunity to look at W Humes house.	
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- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.