

Beaconsfield Primary School Curriculum Overview

Subject: History	Year Group: 4
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Autumn	Spring	Summer
Unit: REMARKABLE ROMANS	Unit: AMAZING ANGLO-SAXONS	Unit: BRUTAL BENIN
Enquiry question: <i>How Roman was Roman Britain?</i>	Enquiry question: <i>Why did the Anglo-Saxons come to Britain?</i>	Enquiry question: <i>How did Oba's of Benin become so powerful?</i>
<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To use evidence to ask questions and find answers to questions about the past. To explain the causes of an historical event and what the consequences of this event To use a timeline within a specific time in history to set out the order things may have happened To use printed sources e.g. pictures or photographs to collect evidence about the past. To communicate ideas about the past using different genres of writing, drawing, storytelling and using ICT. To use appropriate vocabulary in order to communicate historically. 	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To use dates and historical terms accurately and describe the main changes in a period in history. To compare and contrast life in different cultures and time periods (Ancient Rome and Anglo-Saxons) To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings To suggest causes and consequences of some of the main events and changes in history (Boudicca's resistance) To communicate their knowledge and understanding through Art and English To use appropriate vocabulary in order to communicate historically. 	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To continue to develop a chronologically secure knowledge and understanding world history by learning about how the kingdom of Benin formed. To understand religious beliefs of the people in Africa. To find out why the art of Benin challenged the world's perceptions of African art. To understand how our knowledge of the past is constructed from a range of sources. To suggest causes and consequences of some of the main events and changes in history (end of the Benin Empire) To use appropriate vocabulary in order to communicate historically.