



## Mersey Park History Long Term Overview – Year 4

	<b>Assessment Focus</b>	<b>Weaving Skills and Knowledge Statements</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework.</li> <li>Use historic terms related to the period of study.</li> </ul>	<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> <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>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Use sources of information in ways that go beyond simple observation to answer questions about the past.</li> <li>Use a variety of resources to find out about aspects of life in the past.</li> </ul>	<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> <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>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"> <li>Understand that sources can contradict each other.</li> </ul>	<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 accurate picture of how people lived in the past?</li> <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>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way, using appropriate terminology.</li> </ul>	

Understanding  
of events,  
people and  
changes

- Describe a study of Ancient Greek life and achievements and their influence on the western world.
- Describe changes in Britain from the Stone Age to the Iron Age.