**Year 4 CURRICULUM OVERVIEW 2025.26**

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| **YR4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **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. |
| **Assessment** | Retrieval tasks  Pop quizzes  Peer can self-assessment  Work in books  Discussions & Questioning | Retrieval tasks  Pop quizzes  Peer can self-assessment  Work in books  Discussions & Questioning | Retrieval tasks  Pop quizzes  Peer can self-assessment  Work in books  Discussions & Questioning |