



Knowledge Progression – History / Geography (Paragon) - YEAR 4

History

- Historical chronology (HC)
- Changes in history (CiH)
- Historical questions and enquiry (HQE)
- Analysing historical sources (AHS)
- Local history study (LHS)

Geography

- Locational knowledge (LK)
- Place knowledge (PK)
- Human and physical geography (HPG)
- Geographical skills and fieldwork (GSF)

National Curriculum guidance for History- Key Stage 2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

National Curriculum guidance for Geography- Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

4	<u>Unit 1</u> Ancient World 400,000BCE – 500BCE	<u>Unit 2</u> The Classical World 500BCE – 500	<u>Unit 3</u> The Middle Ages 500 – 1460	<u>Unit 4</u> Renaissance and the new world 1460 – 1600	<u>Unit 5</u> Kingdoms and Colonies 1750 – 1825	<u>Unit 6</u> Modern Britain 1825 – 2017
	<i>How does culture flow from a river? How does a culture expand? India and China</i>	<i>How do cultures share goods and ideas? Middle East, Spain, Portugal</i>	<i>How cultures create a new society? UK 1066</i>	<i>How do explorers connect cultures? Old World and 'New world'</i>	<i>How do different cultures inhabit the same land? America</i>	<i>How do neighbouring cultures interact and stay unique? WW1 & Eastbourne / Bexhill</i>
History	Pupils will be taught to: <ul style="list-style-type: none"> • Identify that practices and customs from Ancient India still shape the culture in modern India. (HC) 	Pupils will be taught to: <ul style="list-style-type: none"> • Understand that people had to make treacherous journeys along the Silk Road in order to trade. • Compare trade then 	Pupils will be taught to: <ul style="list-style-type: none"> • Develop increasingly secure chronological knowledge and understanding of British history and how the 	Pupils will be taught to: <ul style="list-style-type: none"> • Place the events of Christopher Columbus' life on a timeline, including his four legendary voyages. (HC) • Explore historical maps 	Pupils will be taught to: <ul style="list-style-type: none"> • Identify and begin to describe historically significant people, like Henry Hudson and Samuel De Champlain 	Pupils will be taught to: <ul style="list-style-type: none"> • Analyse and compare sources and artefacts, first hand, from WW1, such as the helmets, weapons, clothing and

	<ul style="list-style-type: none"> Understand that archaeologists have found out about Indus culture from a variety of sources because we cannot read their writing.(HQE) 	with modern trade.(CiH)	<p>Romans, Anglo-Saxons and Normans impacted the UK. (CiH)</p> <ul style="list-style-type: none"> Using the Bayeux Tapestry, place events, people, places and artefacts on a timeline (HC) (LHS) 	and compare these with modern advances world knowledge and transport. (CiH)	<p>and their discoveries. (HQE)</p> <ul style="list-style-type: none"> Ask and answer questions about the past considering how lives changed for the Algonquian Tribe when they were discovered. (HQE) 	<p>writings. (AHS)</p> <ul style="list-style-type: none"> Locate war defences across the South coast and explain why these sites were used, e.g. Newhaven Fort. (LHS) Explain how and why WW1 ended and how this impacted on those living during and after the war and on our lives today. (HQE)
--	--	-------------------------	---	---	---	--

<p>Geography</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Locate India as a country in the continent of Asia. (LK) • Recall the capital city of India; the countries with which India borders. (LK) • Recall and locate the main rivers of India, including The Ganges River and The Indus River. (LK) • Compare facts about the River Ganges with a river in a contrasting 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Describe and understand the key aspects of economic activity along the 'Silk Road'. (HPG) • Follow the route of the Silk Road and recall the countries through which the Silk Road passed, comparing this with an equivalent map/names of countries of today. (GSF) • Identify human and physical 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify and compare the regions (counties) in England in 1066 and compare these with today. (PK) • Recall the eight counties on the south coast of the UK (Sussex / Kent / Essex / Hampshire / Surrey / Dorset / Devon / Cornwall) and identify a town within each county. • Follow a route on a map to discover the pathways and 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Locate Europe on a large scale map or globe and later place South America on a map of continents. (GSF/LK) • Plot the many voyages of Columbus, starting with his home in Portugal. (GSF/LK) • Use navigational tools, such as a map and compass. • Provide directions using an eight-point compass; give four figure grid 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Locate the North Passage on an original map and a modern map, showing the impact the explorers had on travel. (LK) • Explain how Algonquian people used the physical features of their environment to live and survive. (HPG) • Compare the lives of the Algonquian people and that of the Europeans 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify all the countries involved in WW1 and describe the 'alliances' of these countries. (LK) • Plot on a map the 'front-line' and how it crossed country boundaries. (LK)
------------------	--	---	--	---	--	--

	<p>location, River Thames (UK). (LK)</p> <ul style="list-style-type: none"> • Understand how land is used around rivers, especially for farming, both in the Indus times and now. (HPG) 	<p>features of the land and the difficulties this presented for those wishing to travel the Silk Road. (HPG)</p> <ul style="list-style-type: none"> • Understand the relevance of the constellations as an aid for navigation (GSF) 	<p>locations of historical battles e.g. The Battle of Stamford Bridge and The Battle of Hastings. (GSF)</p> <ul style="list-style-type: none"> • Identify the physical features and locations of motte and bailey castles and elicit why the castle is built in that location. (HPG) 	<p>references on an OS map. (GSF)</p>	<p>travelling across the North Passage. (PK)</p> <ul style="list-style-type: none"> • Describe and understand the economic impact trade, such as the fur trade, had on North America. (HPG) 	
--	--	--	---	---------------------------------------	--	--