



## Paragon Skills Progression - History / Geography- YEAR 4

### History Skills

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

### Geography Skills

- 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.

	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
<b>4</b>	<p><b>Ancient World</b> 400,000BCE - 500BCE</p> <p><i>How does culture flow from a river? How does a culture expand?</i> <b>India and China</b></p>	<p><b>The Classical World</b> 500BCE - 500</p> <p><i>How do cultures share goods and ideas?</i> <b>Middle East, Spain, Portugal</b></p>	<p><b>The Middle Ages</b> 500 - 1460</p> <p><i>How cultures create a new society?</i> <b>UK 1066</b></p>	<p><b>Renaissance and the new world</b> 1460 - 1600</p> <p><i>How do explorers connect cultures?</i> <b>Old World and 'New world'</b></p>	<p><b>Kingdoms and Colonies</b> 1750 - 1825</p> <p><i>How do different cultures inhabit the same land?</i> <b>America</b></p>	<p><b>Modern Britain</b> 1825 - 2017</p> <p><i>How do neighbouring cultures interact and stay unique?</i> <b>WW1 &amp; Eastbourne</b></p>
<b>History</b>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Identify changes from ancient India to modern India. (HC)</li> <li>Understand that knowledge from India in the past is constructed from a variety of sources. (HQE)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Construct and organise responses by selecting relevant historical data. (HQE)</li> <li>Extract information about the first emperor of China, Qin Shi Huangdi from sources.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world. (CiH)</li> <li>Using the Bayeux tapestry, place events, people, places and artefacts on a</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Place the events of Christopher Columbus life on a timeline including his four legendary voyages. (HC)</li> <li>Explore historical and modern tools of navigation-hourglasses. (CiH)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Identify and begin to describe historically significant people, like Henry Hudson and Samuel De Champlain, and events in situations. (HQE)</li> <li>Ask and answer question about the past considering how live changed for</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Analyse and compare sources and artefacts, first hand, from WW1, such as the helmets from different countries. (AHS)</li> <li>Explore local history</li> </ul>



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		(AHS)	timeline. (HC) (LHS)		the Algonquian tribe when they were discovered. (HQE)	through a trip to Newhaven where they will discover defences built there and across the UK. (LHS) <ul style="list-style-type: none"><li>• Identify the end result of the war and how this impacted on those living during and after the war and on our lives today. (HQE)</li></ul>
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<p>Geography</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of rivers for farming.(HPG)</li> <li>• Deepen their understanding of how land is used around the river and the river use today. (HPG)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Describe and understand the key aspects of economic activity along the silk road. (HPG)</li> <li>• Name and locate geographical regions and identify human and physical characteristics and key topographic features. (LK)</li> <li>• Understand similarities and differences through the study of human and</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and compare the regions (counties) in England in 1066 and now. (PK)</li> <li>• Follow a route on a map to discover the pathways and locations of historical battles. (GSF)</li> <li>• Identify the physical features and locations of castles and elicit why the castle is built in that location. (HPG)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Locate Europe on a large scale map or globe and later place South America on a map of continents. (GSF/LK)</li> <li>• Name and locate countries in Europe. (GSF/LK)</li> <li>• Use navigational tools, use 8 figure compass and four figure grid references. (GSF)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Locate and illustrate the North passage on a map. (LK)</li> <li>• Explain how Algonquian people used the physical features of their environment to live and survive. (HPG)</li> <li>• Compare the lives of the Algonquian people and that of the Europeans travelling across the North passage. (PK)</li> <li>• Describe and understand key aspects of economic activity and trade links, such as the fur</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Identify all the countries involved in WW1. (LK)</li> <li>• Plot on a map the front line and how it crossed country boundaries. (LK)</li> </ul>
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		<p>physical geography of a region of China and the Silk road. (PK)</p> <ul style="list-style-type: none"><li>• Follow the route of the Silk road with some accuracy on a map. (GSF)</li></ul>			trade. (HPG)	
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