

KFJS
History Curriculum Map

In each project children: raise questions and discuss what they already know.

Year 4

Project Unit/Period Matters, skills and processes	<p style="text-align: center;">From Papyrus to the Pyramids Earliest civilizations Overview of ALL + 1 depth study - Sumeria, Indus Valley, Egypt, Shang dynasty China Trip to The Ashmolean</p>	<p style="text-align: center;">Tales from our Town Local history study – can be post 1066. Willis Museum – Activity 3 – Our Town in the Past</p>
Key Question	What are the Egyptians greatest achievements?	How and why has Basingstoke changed from 1900 to present day?
Essential understanding	<p>What was the Ancient Egyptians greatest achievement? <i>Paper (papyrus), pyramids / construction (still standing today), farming / agriculture in an area with so little water, their use of the Nile, hieroglyphs, science and medicine, maths</i></p> <p>Duration of periods <i>3150 BC to 30BC (3120 years)</i></p> <p>The children should be able to show this on a time line and be able to relate it to another period of time. eg it is 10 x longer than...</p> <p><i>Eg My dad is 30 so this is more than 100 times longer than he has been alive</i></p> <p><i>The Romans were 43BC to 410AD = 453 years so Egyptians were about 7 times longer</i></p> <p>Why interpretation may differ. <i>How would a wealthy person feel about life compared to a labourer on the pyramids?</i></p>	<p>How are aspects of national history reflected in our local area? <i>Triumphal Gateway – See HP for the book (please return)</i> <i>Blue plaques</i> <i>Heritage walk</i> <i>Monuments</i> <i>Willis Museum (Activity 3)</i></p> <p>What has been the impact? <i>Changed from market town to industrial – Burberry factory, Thornyroft factory,</i> <i>After war it became an official London overspill town</i> <i>Began to knock down areas eg May Street to build more road infrastructure, more industrial estates, more housing estates, change in shopping areas</i> <i>Industry began to close down, changing to office blocks eg AA</i> <i>More recreational areas as more people</i> <i>Look at the increase in population.</i> <i>Look at easy access via rail and road</i> <i>Ask grandparents what changes they have seen</i> Duration of periods</p>

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		They should be able to show this on a time line and be able to relate it to another period of time. eg it is 10 x longer than... Why interpretation may differ. <i>Why might some people like the changes and others dislike them?</i>
Chronology including duration/ interval/ overlap	Discuss duration. Compare durations/explore overlaps via timeline. Compare locations via World map. This must include all of the above Focus – look at previous activity for this with page split into 4 – choose specifics to compare eg gods / housing / day to day life / society	Add important local historical events/people to the timeline e.g. at their anniversaries.
Characteristic features of the period/ society studied	Focus on key features – Day to day life, society, writing, gods, pyramids – Why? How? Include where it is and why it is the gift of The Nile – ie why is the Nile so important? Key Focus Earliest Civilizations Overview Enquiry pk	
Change & continuity		Explore important historical events that had an impact (changed something)in your locality Key Focus
Significance inc short term/ long term	Compare/ contrast achievements of The Egyptians How long did these last? Did their significance spread to other areas? Key focus	Explore important historical events/people that are remembered locally Key Focus

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	<i>Overview Enquiry pk</i>	
Historical Enquiry Inc source comparison and analysis	What evidence do we have? How do we know about Ancient Egypt? Discuss in class – can they identify which are the most reliable sources of evidence. This does not need to be documented – a class IWB screen could be put in books to show discussion if wanted.	Examine how aspects of national history are reflected locally e.g, by monuments What have we got in Basingstoke? Blue plaques / Blue Coat child sculpture / sculptures near station for industry / plaque by fountains near Eastrop / Memorial Gates on London Road (near council) / Memorial Park
Connections local/national/ international, cultural, economic, military, political religious and social history	All are Bronze Age cultures – compare to Britain in Bronze age. Focus Link this to the work in Chronology box.	Explore how typical your town's/ school's past is in national terms. Key Focus
Skills	Discuss duration. Compare durations/explore overlaps via timeline. Compare locations via World map. This must include Sumeria, Indus Valley, Egypt and Shang Dynasty China Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Identify key features and events of time studied – day to day life, writing, gods, pyramids. Why is everything in one area – near The Nile? Key source of water. Does this impact on every day life? Look at physical evidence – pyramids, mummies, hieroglyphics etc.	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Add important local historical events/ people to the timeline e.g. at their anniversaries Look at the changes in Basingstoke – from market town to industry to business. Growth of the town in area. Why has this happened? How reliable is it? Discuss that reasonable interpretations have been made.

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	<p>Use books and museum websites. How reliable is it? Discuss that reasonable interpretations have been made. Discuss bias in interpretations – what is fact and what is opinion? Explore what they tell us – relate to the role of archaeologists. Ask a variety of questions Use the library and internet for research Identify and justify what they consider to be the greatest achievement.</p>	<p>Discuss bias in interpretations – what is fact and what is opinion? Photographs, buildings, records v personal accounts Use the Hampshire resources box for artefacts Use evidence to build up a picture of work / leisure / housing in Basingstoke Ask a variety of questions Use the library and internet for research Use photos to identify changes in the town</p>
Assessment	<p>What was the significance of the Ancient Egyptians? How did the civilisation impact on future civilisations? This could be done pictorially, as a diagram, in writing</p>	<p>How and why has Basingstoke changed from 1900 to the present day?</p>
WTS	<p>Identify one achievement of the Egyptians - draw a picture / diagram and explain its impact. Children can label 1 – 2 key features</p>	<p>Children identify 1-2 visible physical changes</p>
EXS	<p>Identify two achievements of the Egyptians - draw a picture / diagram and explain the impact of each on people in the future. Children can identify 2-3 features with an explanation for 2 of them and their impact on daily life.</p>	<p>Children can identify 2-3 changes with an explanation of why the changes happened.</p>
GDS	<p>Label diagrams with at least two achievements of the Egyptians – label clearly and explain how they impacted on life then and their impact on life in the future. Children can identify 3 or more links to the Nile and explain their impact on daily life. They can also state what life would have been like without the Nile.</p>	<p>Children can identify at least 3 changes and identify the reasons for the changes and their impact on Basingstoke today.</p>

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NB you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. **Key Focus / Focus / Discussion:** These indicate the degree you need to target each area.