


## Year 4 History Overview (Taken from Cornerstones Curriculum Knowledge and Skills Overview)

<b>Historical Period</b> <b>Project Title</b> <b>Key Concepts</b> <b>NC PoS Reference</b>	<b>Vocabulary</b>	<b>Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.)</b> <b>Composite Knowledge</b> <b>Specific Knowledge – Component Knowledge</b>	<b>Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)</b>
 <p><b>Invasion- History Focus</b></p> <p>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.</p> <p><b>Key Concepts:</b>  <b>Artefacts &amp; sources</b>  <b>British history</b>  <b>Chronology</b>  <b>Civilisations</b>  <b>Compare and contrast</b>  <b>Everyday life</b>  <b>Local history</b>  <b>Report and concludes</b>  <b>significant events</b>  <b>Significant people</b></p> <p>8 Programmes of study, 13 skills and 24 knowledge statements</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>Compare and Contrast</b>            analyse, compare, connection, consider, contrast, describe, difference, discern, discuss, enquiry, investigation, question, similarity, trend</p> <p><b>Communication</b>            danegeld, Anglo- Saxon, Norman, Pict, Scot, Viking, concept, conquer, death, empathy, fortified, fortress, historical question, invade, invasion, kingdom, overpower, peace, raid, surrender, territory, treaty</p> <p><b>Significant People</b>            Aethelred the Unready, Alfred the Great, Bede, Cnut the Great, Eadwig the All-Fair, Edgar the Peaceful, Edmund I, Edmund Ironside, Edward the Confessor, Edward the Martyr, Edwin, Gildas, Guthrum, Harald Hardrada, Harold Godwinson, Harold Harefoot, Harold II, Hengist and Horsa, King Athelstan, King Eadred, King Harthacnut, King Offa, St Aiden, St Augustine, St Columba, Sweyn Forkbeard, William the Conqueror, achievement, consequence, negative, positive, profile</p> <p><b>Everyday Life</b>            Anglo- Saxon, Briton, Celt, Celtic language, Christianity, Germanic language, Norman, Norseman, Old English, Viking, afterlife, craftsman, defence, farmer, farming, farmland, game, god, goddess, hillfort, home, invasion, longship, merchant, monastery, motte and bailey castle, paganism,</p>	<p><b>core knowledge</b> The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <p><b>core knowledge</b> Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p><b>specific knowledge</b> The Jutes first came to Britain at the invitation of the leader Vortigern, to help the Britons defend themselves from the Picts and Scots. However, the Saxons, Angles and Jutes decided to invade and settle to take advantage of Britain's good farming land. The three tribes invaded from the south and east of England. The Britons were forced to take on Anglo-Saxon ways or move west to Cornwall or Wales while the Anglo-Saxons settled in England.</p> <p><b>specific knowledge</b> After the invasion the Anglo-Saxons settled across England from east to west. They split England into seven kingdoms: East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex. Each kingdom was ruled by a separate king and there was unrest as these kings fought each other for land and power. Eventually, there were five kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex.</p> <p><b>core knowledge</b> The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p><b>specific knowledge</b> The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by the reeve of Dorchester, the local official, who was killed.</p> <p><b>core knowledge</b> A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.</p>	<p><b>Y4skill1</b> Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p><b>Y4skill4</b> Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p><b>Y4skill1</b> Describe the significance and impact of power struggles on Britain.</p> <p><b>Y4skill1</b> Describe and explain the impact of a past society on a local settlement or community.</p>

<p>Conduct a local history study.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>religion, settlement, trade, village, warrior, worship</p> <p><b>Hierarchy and Power</b> Danelaw, allegiance, archbishop, archdeacon, army, baron, bishop, border, castle, ceorl, chieftain, conflict, contender, dean, feudal system, freemen, government, heir, heptarchy, hierarchy, invasion, jarl, karl, king, kingdom, knight, land, law, lord, loyalty, monarchy, oath, official, overpower, peace, peasant, poor, power, priest, raid, rank, rebellion, reign, revenge, rich, rival, ruler, serf, settle, slave, status, succession, supremacy, surrender, synod, tenant-in-chief, theyn, thrall, tithe, treaty, tribe, uprising, vassal, warfare, wealth</p> <p><b>Civilisations</b> Anglo- Saxon, Britannia, Christianity, Norman, Roman, Viking, army, art, beliefs, characteristic, complex, county, craftsmanship, crime, culture, custom, decline, diverse, economy, fall, invasion, inventions, language, literacy, military, money, music, peace, poetry, politics, punishment, region, ritual, society, town, trade, tradition, warfare</p> <p><b>British History</b> Angle, Anglo- Saxon, Domesday Book, Jute, Lindisfarne, Norman Conquest, Pict, Roman, Saxon, Scot, Synod of Whitby, Viking, Vortigern, inventions, place name, rule of law, settlement, social structure</p> <p><b>Changes Over Time</b> aspect, cause, change, connection, consequence, context, continuity, contrast, develop, dynamic, effect, historical perspective, impact, legacy, long term, permanent, process, short term</p> <p><b>Chronology</b></p>	<p><b>core knowledge</b> Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.</p> <p><b>core knowledge</b> Characteristics of a civilisations include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p><b>core knowledge</b> Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p><b>specific knowledge</b> During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.</p> <p><b>specific knowledge</b> Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect.</p> <p><b>specific knowledge</b> England was not a peaceful kingdom after Athelstan. The kingdom was ruled by a succession of Anglo-Saxon and Viking monarchs who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne.</p> <p><b>core knowledge</b> Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b>specific knowledge</b> There is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. Some surrendered their power and land, some paid money, called Danegeld, so that the Vikings would leave them in peace, and some fought the Viking invaders. By the time of the reign of Alfred the Great, only the Anglo-Saxon kingdom of Wessex remained. After a series of attempted invasions, Alfred defeated the Viking, Guthrum and made a peace treaty, splitting England into Anglo-Saxon Wessex in the west and the Viking kingdom of Danelaw in the east.</p> <p><b>core knowledge</b> A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p><b>specific knowledge</b> Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.</p> <p><b>core knowledge</b> Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p><b>specific knowledge</b> Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. The craftsmanship,</p>	<p><b>Y4 skill 2</b> Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p><b>Y4 skill 2</b> Compare and contrast two civilisations.</p> <p><b>Y4 skill 3</b> Sequence significant dates about events within a historical time period on historical timelines.</p> <p><b>Y4 skill 2</b> Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p><b>Y4 skill 1</b> Construct a profile of a significant leader using a range of historical sources.</p> <p><b>Y4 skill 2</b> Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p><b>Y4 skill 1</b> Identify bias in primary and secondary sources.</p> <p><b>Y4 skill 3</b> Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p>
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	<p>AD, BC, Middle Ages, century, chronological order, date, decade, duration, era, future, past, period, present, sequence, timeline</p> <p><b>Report and Conclude</b> account, chronological account, explain, fictional narrative, highlight, historical report, introduction, match, non-chronological report, note, poem, profile, reason, record, relevant, respond, reveal, sort, summary, timeline, verbal</p> <p><b>Artefacts and Sources</b> Sutton Hoo, accurate, archaeologist, artefact, barrow, belief, biased, burial site, claim, contemporary account, context, craftsmanship, document, evidence, excavation, first hand evidence, grave goods, historian, hoard, intact, interpretation, objects, opinion, owner, preservation, primary source, reconstruction, remains, representation, rigorous, secondary source, use, viewpoint</p> <p><b>Significant Events</b> Domesday Book, Norman Conquest, Offa's Dyke, Pict, Scot, barbarian, cause, change, consequence, death, destruction, displacement, effect, natural disaster, power, retaliation, significance, wealth, withdrawal</p> <p><b>Local History</b> Domesday Book, Community, human features, international, land use, language, layout, local, national, place names, regional</p>	<p>materials and function of the objects showed that the person buried was wealthy and important.</p> <p><b>core knowledge</b>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p> <p><b>specific knowledge</b>The Ruin is an Anglo-Saxon poem written by an anonymous author sometime between the 8th and 9th century, 400 years after the Roman withdrawal. It describes the fall of a Roman city in Britain, thought to be Bath.</p> <p><b>core knowledge</b>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p><b>specific knowledge</b>The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England.</p>	<p><b>Y4skill3</b> Explain in detail the multiple causes and effects of significant events.</p>
 <p><b>Ancient Civilisations</b></p>	<p><b>Compare and Contrast</b> compare, contrast, difference, discern, enquiry, exploration, investigation, similarity</p> <p><b>Communication</b> achievement, art, city, civilisation, craftspeople, culture, defence, develop, enquiry, evidence, feature, hierarchy, individual, infrastructure, invention, leadership, merchants, pharaoh, port, religion, resource, ruler,</p>	<p><b>core knowledge</b>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p><b>specific knowledge</b>The king or lugal was at the top of the ancient Sumerian hierarchy. He made laws, led the army and ordered taxes to be paid. Priests and priestesses were next. They were powerful and told people how to behave to please the gods. The upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. The lower classes were craftspeople, farmers and other workers. Slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes.</p>	<p><b>Y4skill3</b> Describe the hierarchy and different roles in ancient civilisations.</p> <p><b>Y4skill1</b> Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p>

<p>This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>	<p>specialisation, structure, temple, trade, writing</p>	<p><b>specific knowledge</b> The pharaoh was at the top of the hierarchy and had absolute power. The vizier ensured that the pharaoh's orders were carried out. Priests performed rituals to keep the gods happy. Scribes and soldiers kept government records and supervised building projects. Skilled craftspeople made objects, including pottery and jewellery, to serve the pharaoh or to trade. Peasant farmers grew crops and worked as builders for the pharaoh. Slaves, who were prisoners of war or criminals, were at the bottom of the hierarchy and were forced to work for the pharaohs or nobles.</p>	
<p><b>Key Concepts:</b>  <b>Artefacts &amp; sources</b>  <b>Changes over time</b>  <b>Chronology</b>  <b>Civilisations</b>  <b>Compare and Contrast</b>  <b>Everyday life</b>  <b>Hierarchy and power</b>  <b>Report and conclude</b>  <b>Significant events</b>  <b>Significant people</b></p>	<p><b>Significant People</b>  Cleopatra VII, Howard Carter, King Narmer, Ptolemy I Soter, Sargon the Great, achievement, consequence, devotion, high priest, negative, opinion, pharaoh, positive, power, respect, role, ruler, wealth</p>	<p><b>core knowledge</b> The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p>	
<p>6 Programmes of study, 12 skills and 27 knowledge statements</p>	<p><b>Everyday Life</b>  afterlife, artist, astronomy, banquet, beer, bronze, calendar, ceremony, citadel, city, craftspeople, cuneiform, cylinder seal, defensive wall, domesticated animal, farming, flood, game, god, goddess, hieroglyph, irrigation, leisure, merchant, music, necropolis, nilometer, nomad, numerical system, papyrus, plough, pottery, pray, public building, pyramid, religion, reservoir, sacrifice, sailboat, scribe, settlement, sewerage system, sickle, surplus, tomb, trade, weapon, wheel, ziggurat</p>	<p><b>specific knowledge</b> Ancient Sumer was the first civilisation in the world. It developed in the Fertile Crescent in Mesopotamia, c4500 BC, on the banks of the Tigris and Euphrates rivers. Nomads settled on the banks because the land was rich in nutrients and there was plenty of water. People started to farm the land and created inventions, such as the plough, the wheel and irrigation, to make work more productive and life easier. As the populations grew, city states, trade and writing developed.</p>	<p><b>Y4skill1</b> Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p>
<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p><b>Hierarchy and Power</b>  absolute power, army, conflict, control craftspeople, deity, dynasty, elite, emperor, farmer, government, hierarchy, inherit, invasion, king, kingdom, laws, leadership, lower class, lugal, merchant, minister, monarchy, noble, official, palace, peace, peasant, pharaoh, poor, power, priest, priestess, queen, rich, roles, ruler, scribe, slave, soldier, status, structure, symbol, tax, unite, upper class, vizier, warfare, wealth</p>	<p><b>core knowledge</b> The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>	<p><b>Y4skill1</b> Use more complex historical terms to explain and present historical information.</p>
<p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p><b>Civilisations</b>  Fertile Crescent, Indus Valley, abandoned, advanced society, ancient Egypt, ancient Sumer, architecture, army, art, belief, calendar, characteristic, citizen, city, city state, civil war, civilisation, collapse, conquer, culture, custom, decay, decline, dispersal, emperor, empire, expansion, fall, individual,</p>	<p><b>core knowledge</b> Historical terms include abstract nouns, such as invasion and monarchy.</p>	<p><b>Y4skill1</b> Use more complex historical terms to explain and present historical information.</p>
<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p><b>specific knowledge</b> Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.</p>	<p><b>core knowledge</b> Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p>	<p><b>Y4skill3</b> Compare and contrast two civilisations.</p>
<p>Understand historical concepts such as continuity and change, cause and consequence, similarity,</p>	<p><b>specific knowledge</b> Ancient Sumer and ancient Egypt shared many similarities. They both developed on the banks of rivers where the land was made fertile by flood water. They both invented new technologies to make work easier and improve everyday life. They both had a writing system, trade links with other countries and worshipped a range of gods. People lived in large cities and had a range of specialised jobs. However, there were differences. Temples and tombs were built differently, and the ancient Egyptians used art and sculpture more widely to commemorate pharaohs and decorate tombs. Ancient Sumer had few natural resources, so relied on trade to provide the materials that they needed, whereas ancient Egypt had an abundance of natural resources.</p>	<p><b>core knowledge</b> Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p>	<p><b>Y4skill2</b> Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p><b>Y4skill1</b> Sequence significant dates about events within a historical time period on historical timelines.</p> <p><b>Y4skill4</b> Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>
		<p><b>specific knowledge</b> There are many aspects of life today that are linked to ancient civilisations. We use their inventions, including the wheel, clocks, irrigation systems and farming tools. Many people also live in large town and cities, carry out specialised jobs and rely</p>	

<p>difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>infrastructure, invasion, invention, justice, language, leadership, monument, music, natural resource, numerical system, nutrition, order, parliament, peace, peasantry, poetry, population, power, procession, rebellion, religion, replaces, rise, ritual, river, ruin, social structure, society, trade, vital water supply, warfare, writing</p> <p><b><u>Changes Over Time</u></b> availability, belief, change, develop, economy, efficient, generation, legacy, permanent, rapid, resource, slow, technology</p> <p><b><u>Chronology</u></b> coexistence, date, duration, future, past, present, timeline</p> <p><b><u>Report and Conclude</u></b> chronological account, deduction, discuss, explain, finding, narrative, non-chronological report, present, sort</p> <p><b><u>Artefacts and Sources</u></b> analyse, archaeologist, argument, artefact, belief, burial chamber, claim, decoration, depiction, design, evidence, excavation, form, grave good, historian, interpretation, material object, owner, power, rigorous, status, symbol, use, wealth</p> <p><b><u>Significant Events</u></b> Howard Carter, King Tutankhamun, cause, civilisation, death, destruction, development, displacement, effect, natural disaster, power, retaliation</p>	<p>on trade to provide goods and build wealth. However, advances in technology, including the invention of the engine, computer and battery, mean that we now use a wide range of inventions and technologies that were not available in ancient times.</p> <p><b><u>core knowledge</u></b>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p><b><u>specific knowledge</u></b>Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. Farmers also developed new techniques and tools, which allowed them to produce surplus food. There was enough food to feed the growing population, and surplus food to feed specialised workers. Food was also traded with other city states.</p> <p><b><u>specific knowledge</u></b>Life changed when new technologies and tools were invented, because they made work quicker and easier and improved everyday life. Sumerian inventions include the wheel, the plough, cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing</p> <p><b><u>core knowledge</u></b>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p><b><u>core knowledge</u></b>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p><b><u>specific knowledge</u></b>Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding streets, ports for transport and trade and a range of public buildings. Houses for the wealthy were in the centre of the cities, and homes for the poor were at the edges. Thousands of people lived in and around the cities. People worshipped at temples built on mudbrick platforms called ziggurats, and had a variety of specialist jobs. Farmers worked outside the city, and surplus food was stored in granaries inside the city walls or given as religious sacrifices.</p> <p><b><u>specific knowledge</u></b>Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. The Egyptians used the water to cook, clean and irrigate crops, and also as a food source. Cities developed over time, and some were home to around 250,000 people. Trade, crafts and food production flourished. Architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh. Art developed and was used to decorate objects and tombs.</p> <p><b><u>specific knowledge</u></b>Egyptian cities grew over time and were surrounded by high walls. Small roads radiated off a main road that ran through the centre. Religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city. Thousands of people lived in the cities. Wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with garden and pools. Poorer people lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on</p>	
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farms outside. Arts and leisure were important, and the ancient Egyptians enjoyed music, dancing and playing games.

**core knowledge** A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

**specific knowledge** A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as maat, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the uraeus, or cobra, false beard, crook and flail to show their power.

**core knowledge** Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.

**core knowledge** The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.

**specific knowledge** Archaeological finds are important because they can tell us about the materials used at the time, the skill of the craftworkers and the owners of the objects. They also provide evidence of everyday life in the past, including leisure activities, work, fashion, religious belief, writing, trade and conflict.

**core knowledge** Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.

**specific knowledge** Sargon the Great overthrew the king of Akkad and took the throne. He admired Akkad's neighbour, ancient Sumer, because it was an advanced society and he wanted to rule it himself. At this time, the kingdom of Sumer was very divided, especially between the rich and poor. King Sargon sided with the poor, gathered a strong army and took control of Sumer c2334 BC. He united the country by tearing down defensive walls, forcing everybody to speak the same language, bringing order and justice and protecting the weak. Trade, the army and the arts flourished.

**specific knowledge** Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. These factors destroy cities, water supplies, jobs, food production, infrastructure and trade. Arts, crafts, culture and writing can be lost and social hierarchy can change. The ancient Sumerians disappeared due to climate change, natural disasters and invasions. The ancient Egyptians collapsed due to invasion by

**Y4skill1** Construct a profile of a significant leader using a range of historical sources.

**Y4skill2** Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.

**Y4skill2** Explain how artefacts provide evidence of everyday life in the past.

**Y4skill3** Explain in detail the multiple causes and effects of significant events.

		the ancient Greeks in 332 BC and the ancient Romans in 30 BC. The Indus Valley civilisation fell due to climate change and a range of human activities	
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