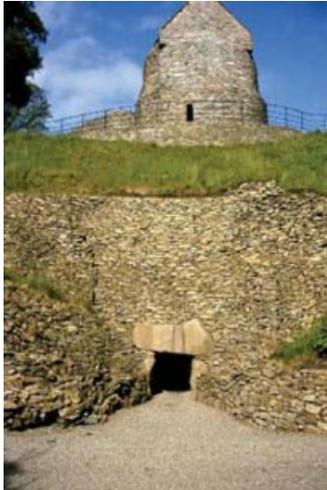
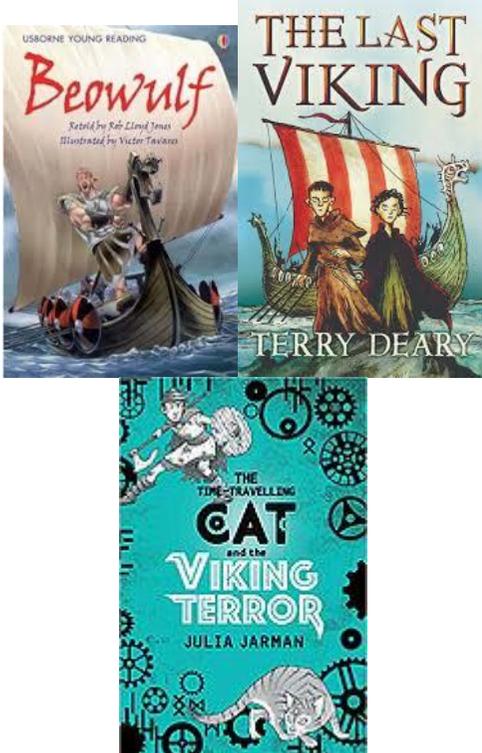
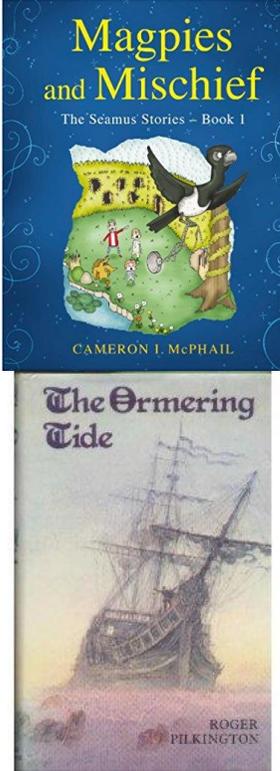


## Grands Vaux School's History and Geography Progressive Curriculum Year 4

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>School Structure</b>						
<b><u>Key Topic Question.</u></b>	What have the Romans done for us?	Who were the Vikings and where did they come from?	What has made Jersey the island it is today?			
<p><b>Think aloud-</b> Pictorial or Text to encourage prediction and analysis skills</p> <p>"Think-alouds" have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.</p> <p style="text-align: center;"><a href="#">Think Aloud</a></p>	<p style="text-align: center;"><a href="http://www.roman-sandy.com/start.htm">http://www.roman-sandy.com/start.htm</a></p> <p style="text-align: center;">Archaeological interactive dig. Lots of opportunities to examine artefacts, hypothesise on their use, what they tell us about the Romans. Can be taken in lots of different directions.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Extract from Beowulf</p> <p style="text-align: center;">"Long, long ago Denmark was a wild place. Gruesome monsters roamed the misty moors. At the night they howled and growled and shrieked and snarled.</p> <p style="text-align: center;">The Kings of the Danes, a warlord named Hrothgar, refused to be scared. He built a huge hall for himself at the top of a craggy rock at the edge of the moor..."</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Allow children to explore the Viking world on <a href="http://www.inspire.education/">www.inspire.education/</a></p>	<div style="text-align: center;">  </div> <p style="text-align: center;">Start with a class visit to La Hougue Bie.</p> <p style="text-align: center;">Before the visit look at this picture. What historical questions can we think of to ask about this? Can we find the answers on our trip?</p>			

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<p>Text</p> <p>How can we include a range of texts to improve depth and progression?</p>						
<p>Previous Year Group Study Focus</p>	<p>Year 3 Historical Study <b>Neolithic's</b></p>		<p>Year 3 Historical Study <b>Ancient Egypt</b></p>		<p>Year 3 Geographical Study <b>Rainforests</b></p>	
<p>Trip/ Visitor</p> <p>Broadening horizon and adding to their cultural capital</p>	<p>Coin hoard – La Hougue Bie</p>		<p>Viking artefacts museum visitor</p>		<p>La Hougue Bie – Whole site Wetlands centre Jerriaise teachers come in Sark trip</p>	
<p>Progression Statements</p>	<p><b>From Year 3</b></p> <p><b>HC- <u>Comment upon and understand</u> cause and</b></p>	<p><b>To Year 4</b></p> <p><b>HC- <u>Explain impact and significance</u> of cause and</b></p>	<p><b>From Year 3</b></p> <p><b>HK- <u>The child can identify details</u> from several</b></p>	<p><b>To Year 4</b></p> <p><b>HK- <u>The child can identify details</u> from local,</b></p>	<p><b>From Year 3</b></p> <p><b>GK- <u>The child can describe</u> where the UK is</b></p>	<p><b>To Year 4</b></p> <p><b>GK- <u>The child can describe</u> where the UK is</b></p>

## Grands Vaux School's History and Geography Progressive Curriculum Year 4

	effect of key events	effect of key events	themes, societies, events and significant people covered in local, national and global history.	national and global history to demonstrate some overall awareness of themes, societies, events and people.	located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live.	located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and describe some human and physical characteristics of the UK.
	<b>HC- Talk about</b> different historical accounts	<b>HC- Explain why</b> there are differing interpretations of history	<b>HC- The child can describe</b> some similarities, differences and changes occurring within Lower Key Stage 2 topics	<b>HC- The child can make valid statements</b> about the main similarities, differences and changes occurring within topics.	<b>GU- The child can describe</b> the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.	<b>GU- The child can describe</b> the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.
	<b>HE- The child can understand</b> how sources can be used to answer a range of historical questions	<b>HE- The child can recognise</b> possible uses of a range of sources for answering historical enquiries	<b>HC- The child can provide a reason</b> why two accounts of the same event might differ	<b>HC- The child can comment</b> on a range of possible reasons for differences in a number of accounts.	<b>GSE- The child can, in a group, carry out fieldwork in the local area using appropriate techniques suggested.</b>	<b>GSE- The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques.</b>
	<b>GU- Explain</b> the reasons for the creation of settlements	<b>GU- Identify and justify</b> why some towns and cities population increased far greater than others	<b>HE- The child can ask valid questions</b> for enquiries and answer using a number of sources.	<b>HE- The child can devise independently</b> a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	<b>HE- The child can ask valid questions</b> for enquiries and answer using a number of sources.	<b>HE- The child can devise independently</b> a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.
<b>Curriculum</b>						
Jersey Curriculum Historical Study Focus	<b>Roman invasion, settlements and withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</b>		<b>Ancient civilisations - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>			
Historical	Develop chronologically secure knowledge and		Develop chronologically secure knowledge and		Develop chronologically secure knowledge and	

## Grands Vaux School's History and Geography Progressive Curriculum Year 4

Knowledge	understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.
Historical Concept	Address and devise historically valid questions about cause. Understand how our knowledge of the past is constructed from a range of sources.	Address and devise historically valid questions about cause and significance. Understand how our knowledge of the past is constructed from a range of sources.	Address and devise historically valid questions about cause and significance. Understand how our knowledge of the past is constructed from a range of sources.
Historical Enquiry	Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation. Understand how our knowledge of the past is constructed from a range of sources.	Construct informed responses that involve thoughtful selection and organisation. Understand how our knowledge of the past is constructed from a range of sources.
Jersey Curriculum Geographical Study Focus	<b>Human Geography and the build-up of settlements</b>	<b>Human Geography and the build-up of settlements</b>	<b>Human and Physical Geography. The water cycle.</b>
Geographical Knowledge	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	The child can locate and describe some physical environments in the UK, Locate the world's countries, focusing on Europe and North and South America.	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.
Geographical Understanding	Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle	The child can explain how the types of industry in the area have changed over time.	Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle
Geographical Skills and Enquiry			Use fieldwork to observe, measure, record and present the human and physical features in the local area.