



Year 4			
Unit of Work	NC Expectations:	Unit End Points:	Knowledge Organiser Facts:
The Great Plague (Autumn 2)	<p><b>6. An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</b></p> <p><b>Chronology</b>                      *Show increasing knowledge of the past by making some links between and across periods; using specialist dates and terms; identifying where some periods studied for into a chronological framework during The Great Plague.</p> <p><b>Events, people and changes</b>                      *Describe some of the main events and periods they have studied by understanding some significant aspects of The Great Plague.</p> <p><b>Communication</b>                      *Construct informed responses that involve thoughtful selection and organisation and produce structured work that makes some connections, draws some contrasts and frame historically valid questions involving relevant historical information whilst using specialist terminology about The Great Plague.</p> <p><b>Enquiry, interpretation and using sources</b>                      * Understand some of the methods of historical enquiry, how evidence is used to make historical claims and how evidence is used sources to make detailed observations. Use sources as a basis of research and begin to use information as evidence to test hypothesis. Use sources to start devising historically valid questions about change cause and significance during The Great Plague. Identify, some of the different ways in which this past can be represented.</p> <p><b>Topic Vocabulary:</b> plague, illness, bubonic, bubo, transmitted, rodents, hygiene, bill or mortality, victims, population, banish, pandemic, commerce, medieval, bacteria</p>	<ul style="list-style-type: none"> <li>• Children know the date of The Great Fire of London</li> <li>• Children to describe London before The Great Fire of London</li> <li>• Children to discuss what was the plague.</li> <li>• Children to discuss plague symptoms and remedies</li> <li>• Children to describe the housing conditions</li> <li>• Children to describe why the plague spread so quickly.</li> <li>• Children to recognise what help was available during the plague</li> <li>• Children use sources to explain why we know so much about the fire.</li> <li>• Children to explain what the plague pits are.</li> <li>• Children to know how many people died</li> <li>• Children can answer questions to explain changes made to houses and London after the fire.</li> <li>• Children to explain how the plague spread outside of London</li> </ul>	<p>(RECAP)-What date did The Great Fire of London start?</p> <p>(RECAP)- Describe London before The Great Fire of London?</p> <ul style="list-style-type: none"> <li>• How did the plague end?</li> <li>• Where did the plague start?</li> <li>• Why did the plague spread so quickly?</li> <li>• What were the plague symptoms and remedies?</li> <li>• What was the plague and when did it start?</li> <li>• What are the plague pits?</li> </ul>

	<p><b>Historical Vocabulary:</b> Chronology, political, duration, timescale, timeline, impact, beliefs, change, society, cause, consequence, Britain, national, ancient</p>	<ul style="list-style-type: none"> <li>• Children to discuss if the plague still exist in present times</li> <li>• Children to link to modern day virus, such as Covid-19</li> <li>• <b>End of Unit Outcome:</b> To secure knowledge and understanding of British History.</li> </ul>	
<p>Water, Water, Everywhere (Summer 1)</p>	<p>7. 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; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China.</p> <p><u>Chronology</u> *Making some links between and across periods, including differences, identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time in Ancient Egypt.</p> <p><u>Events, people and changes</u> Describe some of the main events, people and periods they have studied by Understanding some significant aspects of history including the nature civilisations during Ancient Egypt.</p> <p><u>Communication</u> *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms about Ancient Egypt.</p>	<ul style="list-style-type: none"> <li>• Children can chronologically sequence the Ancient Egyptian civilisation in comparison to the eras studied.</li> <li>• Children know the period the Ancient Egyptian civilisation took place.</li> <li>• Children can describe Tutankhamun and who he was.</li> <li>• Children can explain the importance of the River Nile during Ancient Egypt.</li> <li>• Children can name who built the pyramids of Ancient Egypt and explain why they were built.</li> <li>• Children can name the Gods the Ancient Egyptians believed in and explain why.</li> <li>• Children can use historical vocabulary to talk about what the Egyptians believe about the afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>• Who were the Egyptians?</li> <li>• What was life like in Ancient Egypt?</li> <li>• What is the name of the river that runs through Egypt?</li> <li>• What were the pyramids of Ancient Egypt used for?</li> <li>• Who was Tutankhamun?</li> <li>• Name some of the Egyptians Gods and Goddesses?</li> </ul>

Enquiry, interpretation and using sources

\*Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past about Ancient Egypt.

**Topic Vocabulary:** Egypt, Egyptians, Roman, settlements, archaeology, Nile, Cairo, Pharaohs, mummification, pyramids, Tombs, Tutankhamun, Howard Carter, hieroglyphics, nilometer, Shaduf, Cleopatra, Hatshepsut

**Historical Vocabulary:** Chronology, chronological, duration, sequence, religious, social, timescale, timeline, commemorate, centenary, narrative, impact, invasion, culture, beliefs, , achievements, explorer, artefact, primary/secondary sources/evidence, analyse, hypothesis, investigation, infer(ence), change, continuity, events, diversity, society, significant, cause, consequence, similarity, difference, international, civilisation, ancient, earliest, millennium, , ad/BC/BCE, era

- Children experience a visit to the Blackburn Museum to know about hieroglyphs and observe artefacts archaeologists have found from Ancient Egypt.
- Children can relate the past to the present moment by naming what the Ancient Egyptians did for people living now.
- **End of Unit Outcome:** To enquiry about the ways of life in Ancient Egypt