



Jerry Clay Academy

Subject Unit Overview

Year Group: Year 4

Term: Summer 1

Subject: History

Main strands within this History unit

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|---------------|---|
| Government | <ul style="list-style-type: none">• To explain what is meant by the government.• Understanding the role of this at specific time periods.• Understanding and explaining the impact this has on society today, particularly focusing on British history.• Identifying and explaining the impact of significant people within the government at different time periods. |
| Communication | <ul style="list-style-type: none">• To explain what is meant by communication.• To compare different types of communication within historical events.• To identify how communication has changed and the reasons behind these changes.• To explain the impact changes to communication have had on society today (particularly focusing on British history). |
| Causation | <ul style="list-style-type: none">• To explain what is meant by causation.• To understand what the outcome was that arose from causation.• To explain the impact causation has on the outcome.• To explain the impact causation has on society today (particularly focusing on British history). |
| Religion | <ul style="list-style-type: none">• To understand what is meant by religion.• To understand how religion has affected historical events.• To identify changes to religions throughout history and the reasons behind these changes.• To explain the impact religion has on society today (particularly focusing on British history). |
| Chronology | <ul style="list-style-type: none">• To explain what is meant by chronology.• Identifying when significant time periods arose.• Ordering and comparing significant events with other historical events on the timeline.• Using timelines to demonstrate knowledge before and after AD.• Explaining the impact of when significant events arose and how they have developed over time until today (focusing particularly on British history). |
| Democracy | <ul style="list-style-type: none">• To explain what is meant by democracy.• To recognise how democracy has changed and the impact this has had on society today.• To compare and contrast different types of democracy.• To understand where democracy can be used in different scenarios.• To explain the impact democracy has on society today (particularly focusing on British history). |



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Core Learning of This Unit:

- **To develop awareness of changes to British History which have effected society today (industrial revolution/transport/technology)**
- To develop chronological knowledge surrounding British, local and world History
- To identify changes, contrasts and trends over time and identify similarities and difference between time eras.
- To construct informed responses that involve thoughtful selection and organisation of relevant Historical information.

Prior Learning:

- Children have developed their inquisitive skills to ask and answer questions about Historical events and significant people.
- Children have used a variety of different resources to find out information about Historical events and significant people.

National Curriculum Statements:

- To learn about a local History study in depth to identify how aspects of national history are reflected in and are significant in the locality today.
- Looking at how aspects of History are reflected in and are significant in society today

Key Vocabulary:

Industrial revolution- a period of major changes in the way products are made.

Mass production – making of a product in large numbers and at a low cost

Society- the term to describe human beings together

Invention- something that has been created

Canals- man-made waterway that connects two bodies of water.

Significant- a person who is important to learn about

Inventor- someone that creates something

Significant People



George Stephenson

George Stephenson was a British civil engineer and mechanical engineer. aided the development of the railways.