

Big Question: How has architecture in Cheltenham changed?			
Year 4	Skills	Knowledge	Suggested Outcomes
Chronological Understanding	Use timelines to place events in order. Understand that timeline can be divided into BC and AD. Use historical vocabulary. Use dates and terms when determining historical chronology.	<ul style="list-style-type: none"> • Explain what is meant by a spa town • The features of Tudor, Victorian and Regency architecture • How to use a census document • Which elements of Cheltenham are historic? • Use local street maps - modern / historic • Explain who English Heritage are • Learning about the history of their local area - English Heritage history trail • Interpret information from photographs • Who was George III and how did he impact Cheltenham? • History of the racecourse 	<ul style="list-style-type: none"> • Create a visual map of Cheltenham showing main periods of building • Can you find out the history of your own house (site)? • Create a historical tourist guide of Cheltenham • History trail of Cheltenham • Census - who lived in a house like this? • Make a poster of George III and his visit to Cheltenham • Write a newspaper report of George III's visit • Compare differences between rich and poor people - health / holidays / housing • Fieldtrip into local area - take photos of key buildings / period features • How have the buildings in the High Street changed? Uses • Sketches of our local area - ideally fieldtrip based or if not possible from photographs • Where does our school fit into the history of Cheltenham? School website page? • Creating own maps of 'My Important Places' in Cheltenham • Create a class time-line of key events in Cheltenham • Write a diary - person living in Cheltenham witnessing changes / visit of George III
Knowledge and understanding of past events, people and changes in the past	Use evidence to describe the past e.g. houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes, Things of importance to people. Use evidence to find out how any of these may have changed during a time period. Show changes on a timeline. Recognise some differences and similarities between periods of time Describe similarities and differences between people, events and objects		
Historical interpretation	Look at 2 versions of same event and identify differences in the accounts.		
Historical Enquiry	Use a range of sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Make more sophisticated observations to answer questions. Suggest sources of evidence to use to help answer questions. Understand that our knowledge of the past is constructed from a range of sources.		
Organisation and communication	Present findings about past using speaking, writing, computing and drawing skills Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.	Vocabulary	Websites
		Period of history Duration AD/CE BC/BCE Year Decade Century Millennia Millennium First-hand account Artefact Sources of evidence Point of view Primary source Secondary source Accuracy Reliable Regency Victorian Census Landmark	https://www.kentarchaeology.org.uk/04/07/Planning%20a%20Local%20History%20Study.pdf https://www.visitcheltenham.com/things-to-do/tours-and-trails/self-guided-tour https://www.tes.com/teaching-resource/local-history-culture-on-your-doorstep-11190768 http://www.kypwest.org.uk/wp-content/uploads/2017/06/831%20-%20KYP%20-%20Learning%20Pack%20(Digital).pdf https://localhistories.org/a-history-of-cheltenham-spa/