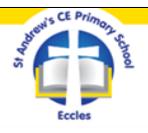




# History – Year 4



<p><u>Honesty</u> Describe feelings Be honest when something hasn't gone right</p>	<p><u>Love</u> Understand how love can be depicted through artists in history.  How individuals give their love to help others.  How love can be expressed.</p>	<p><u>Forgiveness</u> Forgiving mistakes Understanding that people make mistakes through poor choices</p>	<p><u>Respect</u></p> <ul style="list-style-type: none"> <li>• Respecting other people's opinions</li> <li>• Respect for others personal lives</li> </ul>	<p><u>Cultural Capital Opportunities</u></p> <ul style="list-style-type: none"> <li>• Romans- make shields and create a tortoise formation in the playground</li> <li>• Roman visit at Chester</li> <li>• Greeks- perform a play, make vases, learn Greek Alphabet, participate in an Olympic games</li> <li>• British history e.g. War of the roses, The Black Plague, Magna Carta. Battle of Waterloo themes</li> <li>• Watch Horrible histories movie</li> </ul>		
<p><u>A Love Of Language</u> see key skills below <u>Reading:</u> Read different sources. <u>Listening:</u> Opportunities to listen to videos of sources.  <u>Speaking:</u> Opportunities to speak and listen to others to share our thoughts on events.  Being able to speak about our own lives.  <u>Writing:</u> Write about different events from our past.</p>	<p><u>Aspirations</u> Aspiring to make your own history in life  Aspiring to achieve a career they want.  Standing up for what you believe in.</p>	<p><u>Bringing Learning To Life</u></p> <ul style="list-style-type: none"> <li>• Role play of different significant people.</li> <li>• Make a Roman shield using cardboard and paint</li> <li>• Make a mosaic of a famous person in history</li> <li>• Learn Roman Numerals to 50.</li> <li>• Boudicca drawing</li> <li>• Boudicca Song Horrible Histories</li> <li>• Learn 'Walk like a Roman' song</li> </ul> <p><a href="https://www.youtube.com/watch?v=IYdoqFmJf6o">https://www.youtube.com/watch?v=IYdoqFmJf6o</a></p>	<p><u>Emotional Well-Being</u> Understanding why people argue Being able to regulate emotions Understanding others points of view</p>	<p><u>Resilience</u> Understanding significant individual's resilience during key events. Understanding that sometimes adults disagree  Understand the problems that individuals have overcome to succeed.</p>	<p><u>Valuing Our Diversity</u> Understanding that different people have different beliefs.</p>	<p><u>Respect and Responsibility</u> We are responsible for our own actions.  We value others beliefs.  Understand that our actions have consequences.</p>
<p>What will they learn?</p>			<p>In what order?</p>			

Key Concepts	Key Skills	Autumn	Spring	Summer	End points
<ul style="list-style-type: none"> <li><b>The Roman Empire and its impact on Britain.</b></li> <li><b>Ancient Greece-a study of Greek life and achievements and their influence on the western world.</b></li> <li><b>Chronologically secure knowledge and understanding of British, local and world history.</b></li> </ul>	<p><u>Chronology</u> Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul> <p><u>Events, people and change</u></p> <ul style="list-style-type: none"> <li>Be able to describe some of the main events, people and periods they have studied by:</li> <li>Understanding some significant aspects of history – nature of ancient civilisations;</li> </ul>	<p><b>Romans</b></p> <p><b>The Roman Empire and its impact on Britain.</b></p> <ul style="list-style-type: none"> <li>Identifying where some periods studied fit into a chronological timeline eg Romanisation of Britain.</li> <li>Note connections, trends and contrasts over time.</li> <li>Be able to describe some of the significant events, people and periods they have studied eg Julius Caesar's attempted invasion in 55-54 BC</li> <li>Understanding some significant aspects of history</li> </ul> <p>– nature of ancient civilisations;- (Coliseums) -expansion of empires ( the Roman Empire by AD 42 and the power of its army) ( successful invasion by Cladius and conquest, including Hadrian's Wall) - achievements and follies of mankind</p> <ul style="list-style-type: none"> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> <li>Learn Roman numerals and compare them to other number/writing systems learnt in</li> </ul>	<p><b>Greeks</b></p> <p><b>Ancient Greece-a study of Greek life and achievements and their influence on the western world.</b></p> <ul style="list-style-type: none"> <li>Be able to describe some of the main events, people and periods they have studied</li> <li>Greek achievements eg The Water Mill, The Odometer, Cartography, Democracy, Olympics etc</li> <li>Understanding some significant aspects of history – nature of ancient civilisations and achievements and follies of mankind eg farming, fishing, trade links and marriage.</li> <li>Use evidence to show how the lives to rich and</li> </ul>	<p><b>Kings and Queens- famous leaders in History/ Tudors</b></p> <p><b>Local history of buildings with a specific link to ordsall Hall.</b></p> <p><b>Chronologically secure knowledge and understanding of British, local and world history.</b></p> <ul style="list-style-type: none"> <li>Be able to describe some of the main events, people and periods they have studied eg Tudor Monarchy eg Henry VII, Henry VIII, Jane Grey, Mary I, Elizabeth I (Link back to Year 2 Victorians)</li> <li>Study The Battle of Bosworth 1485</li> <li>Spanish Armada</li> <li>English Civil War- The War of the Roses</li> <li>William</li> </ul>	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> <li>Describe a significant events in history e.g. Julius Caesar invasion using key dates.</li> <li>Explain sources they have used to find information</li> <li>Explain how some sources are biased.</li> <li>Share their thoughts on Boudicca by explaining the different sources that they looked at.</li> </ul>

	<p>expansion of empires; characteristic features of non-European societies; achievements and follies of mankind</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Produce structured work that makes connections, draws some contrasts, frame historically-valid questions of involving thoughtful selection and organisation of relevant historical information using appropriate dates and term.</li> </ul> <p><u>Enquiry, interpretation and sources.</u></p> <ul style="list-style-type: none"> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Use sources as basis for research from which they will begin to use information as</li> </ul>	<p>the past.</p> <ul style="list-style-type: none"> <li>Understand the purpose of a census: keeping track of the population. How does that compare to today?</li> <li>Use evidence to describe what was important to people from the past.</li> <li>Produce structured work that makes connections and draws some contrasts</li> <li>Frame historically-valid questions of involving thoughtful selection and organisation of relevant historical information using appropriate dates and term.</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Use sources as basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>Know that people in the past represent events or ideas in a way that persuades others using different sources eg British resistance, for example, Boudicca.</li> <li>Look at different versions of the same event in history and identify differences.</li> </ul>	<p>poor people from the past differed.</p> <ul style="list-style-type: none"> <li>Influence on the western world eg the theatre (masks), having a jury trial etc.</li> <li>Magna Carta-negotiations linking to laws</li> <li>Produce structured work that makes connections,</li> <li>Draw some contrasts</li> <li>Frame historically-valid questions of involving thoughtful selection and organisation of relevant historical information using appropriate dates and term.</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Use sources as basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>	<p>Shakespeare and links to the theatre</p> <ul style="list-style-type: none"> <li>Tudor society eg sport, buildings, crime and punishment, building the Mary Rose</li> <li>Tudor Building study linking to Local History of Ordsall Hall</li> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>Describe how some of the things I have studied from the past affect/influence life today.</li> <li>Understanding some significant aspects of non-European societies</li> <li>Produce structured work that makes connections and draw some contrasts</li> </ul>	<p><u>Spring:</u></p> <ul style="list-style-type: none"> <li>Share key dates from Ancient Greece.</li> <li>Create their own research using sources.</li> <li>Understand chronology by placing key dates in order.</li> </ul> <p><u>Summer:</u></p> <ul style="list-style-type: none"> <li>Name different sources and their suitability for research.</li> <li>Conduct their own historical enquiry using key questioning.</li> <li>Examine British history and dates.</li> </ul>
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	<p>evidence to test hypotheses.</p> <ul style="list-style-type: none"><li>• Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past events may exist, giving some possible reasons for this.</li></ul>			<ul style="list-style-type: none"><li>• Add historically-valid questions of involving thoughtful selection and organisation of relevant historical information using appropriate dates and term.</li><li>• Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li><li>• Use sources as basis for research from which they will begin to use information as evidence to test hypotheses e.g. internet, pictures, photographs, music, artefacts, visits to museums etc.</li><li>• Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past events may exist, giving some possible reasons for this.</li></ul>	
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