

# What are the knowledge and skills being covered in History?

## Year 4

### **Autumn - Romans**

2 x leather sandals  
1 x paper map  
1 x fabric drape  
2 x glass vases  
1 x metal strigil  
1 x metal chatelaine  
1 x metal fibula (brooch)  
2 x sponge on a stick  
1 x bag of metal roman coins  
1 x hessian bag with ceramic mosaic tiles  
1 x wooden horse  
1 x ceramic oil lamp  
1 x ceramic amphora  
1 x wax tablet with metal stylus  
1 x helmet stand  
Instructions for activities, including teacher notes and risk assessment guidelines

### **Enhancements:**

**-Romans topic box – to arrive at the start of Autumn Two**

### **Enquiry question:**

Why did the Romans settle in Britain?

<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greek civilisations (Year 3 History)</li> <li>• Prehistoric Britain and the progression of humans (Year 3 History)</li> <li>• Geography unit on modern Rome – Year 4 unit</li> </ul> <p><b>Future learning:</b></p> <ul style="list-style-type: none"> <li>• How have children’s lives changed? (Year 4 – study throughout History)</li> <li>• Anglo Saxons (invasion, British History, Year 5)</li> <li>• Anglo Saxons, Vikings and Maya (civilisations, Year 5)</li> <li>• The Tudors (society and power, Year 5)</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that history is divided into periods of time e.g. ancient times, Middle Ages and modern.</li> <li>• To know that BC means before Christ and is used to show years before the year 0.</li> <li>• To know that AD means Anno Domini and can be used to show years from the year 1AD.</li> <li>• To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li> <li>• To know that change can be brought about by advancements in materials.</li> <li>• To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</li> <li>• To know that archaeological evidence can be used to find out about the past.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>• Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• Using BC/AD/Century.</li> <li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Placing the time studied on a timeline.</li> <li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>• Noticing connections over a period of time.</li> <li>• Identifying what the situation was like before the change occurred.</li> <li>• Comparing different periods of history and identifying changes and continuity.</li> <li>• Describing the changes and continuity between different periods of history.</li> <li>• Identifying the links between different societies.</li> </ul>	<p><b>Vocabulary:</b></p> <p>Boudicca  empire  inference  invasion  legacy  Romans  Settlers  Civilisation  Historical sources  Primary  Secondary  AD  BC  evidence</p>
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	<ul style="list-style-type: none"><li>• To understand the expansion of empires and how they were controlled across a large empire.</li><li>• To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li><li>• To understand some reasons why empires fall/collapse.</li><li>• To know that there were different reasons for invading Britain.</li><li>• To understand that there are varied reasons for coming to Britain.</li><li>• To know that settlement created tensions and problems.</li><li>• To understand the impact of settlers on the existing population.</li><li>• To understand the earliest settlements in Britain.</li><li>• To understand how invaders and settlers influence the culture of the existing population.</li><li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li></ul>	<ul style="list-style-type: none"><li>• Identifying the consequences of events and the actions of people.</li><li>• Identifying reasons for historical events, situations and changes.</li><li>• Identifying similarities and differences between periods of history.</li><li>• Explaining similarities and differences between daily lives of people in the past and today.</li><li>• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Recalling some important people and events.</li><li>• Identifying who is important in historical sources and accounts.</li><li>• Using a range of sources to find out about a period.</li><li>• Using evidence to build up a picture of a past event.</li><li>• Observing the small details when using artefacts and pictures.</li><li>• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li></ul>	
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	<ul style="list-style-type: none"><li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li><li>• To understand that trade began as the exchange of goods.</li><li>• To understand that the Roman invasion led to a great increase in British trade with the outside world.</li><li>• To understand that trade develops in different times and ways in different civilisations.</li><li>• To understand that there are different beliefs in different cultures, times and groups.</li><li>• To know about paganism and the introduction of Christianity in Britain.</li><li>• To be able to identify achievements and inventions that still influence our lives today from Roman times.</li></ul>	<ul style="list-style-type: none"><li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li><li>• Evaluating the usefulness of different sources.</li><li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li><li>• Asking questions about the bias of historical evidence.</li><li>• Using a range of sources to construct knowledge of the past.</li><li>• Defining the terms ‘source’ and ‘evidence’.</li><li>• Extracting the appropriate information from a historical source.</li><li>• Identifying primary and secondary sources.</li><li>• Identifying the bias of a source.</li><li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li><li>• Making links and connections across a period of time, cultures or groups.</li><li>• Asking the question “How do we know?”</li><li>• Reaching conclusions that are substantiated by historical evidence.</li></ul>	
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## Summer One – Our Past

### Enquiry question:

How have children's lives changed?

### Prior learning:

- Our past – Bowling Park Primary School (schools continuity and change)
- Prehistoric Britain
- Ancient Greece

### Future learning:

- Anglo Saxons
- Vikings
- The Maya
- Migration and Me
- The Tudors

### Knowledge:

- To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
- To know, with support, that the actions of people can be the cause of change.
- To recognise that advancements in science and technology can be the cause of change.
- To recognise that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.

### Skills:

- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Sequencing eight to ten artefacts, historical pictures or events.
- Placing the time studied on a timeline.
- Begin to use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.
- Begin to identify what the situation was like before the change occurred.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.

### Vocabulary:

apprentice  
childhood  
continuity  
class  
deduction  
law  
master  
modern  
poorer  
poverty  
servant  
significance  
wealthier  
working conditions

	<ul style="list-style-type: none"><li>• To know that we can make inferences and deductions using images from the past.</li><li>• With support, recognise that assumptions made by historians can change in the light of new evidence.</li><li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li><li>• To know that education existed in some cultures, times and groups.</li></ul>	<ul style="list-style-type: none"><li>• Identifying similarities and differences between periods of history.</li><li>• Confidently explain similarities and differences between daily lives of people in the past and today.</li><li>• Recalling some important people and events.</li><li>• Identifying who is important in historical sources and accounts.</li><li>• Use a range of sources to find out about a period.</li><li>• Use evidence to build up a picture of a past event.</li><li>• Begin to independently observe the small details when using artefacts and pictures.</li><li>• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li><li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li><li>• Using a range of sources to construct knowledge of the past.</li><li>• Defining the terms 'source' and 'evidence'.</li><li>• Extracting the appropriate information from a historical source.</li></ul>	
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		<ul style="list-style-type: none"> <li>• Recall how to Identify primary and secondary sources.</li> <li>• Begin to identify the bias of a source.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question “How do we know?”</li> <li>• Begin to recognise similarities and differences between past events and today.</li> <li>• Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Create a structured response or narrative to answer a historical enquiry.</li> </ul>	
<p><b>Critical Content Statements:</b></p> <ul style="list-style-type: none"> <li>• In the past children’s lives were similar to ours in some ways, but different in others.</li> <li>• Historians are people that study history. They use sources of evidence to find out more about the past. We explore these sources to help us develop ideas about the past.</li> </ul>		<p><b>Common Misconceptions Pupils May Have:</b></p> <ul style="list-style-type: none"> <li>• Children may find it difficult to distinguish between time periods as they will be learning about children across history. They will need lots of modelling and timeline work to support them.</li> <li>• Children may forget which time period the content being taught is from.</li> </ul>	

- Many children did not live until adulthood in Tudor and Victorian England. They were malnourished due to poor harvests.
- Diseases such as smallpox, cholera and the plague spread rapidly, but the development of vaccines, antibiotics and medical care has led to children recovering from these illnesses today.
- Children as young as 7 left home to become apprentices and in return they received training, food and lodging.
- Mostly boys trained to become blacksmiths, cobblers, gong farmers, ship makers, publishers and more.
- Lord Shaftesbury (1801-1885) encouraged the establishment of schools to give working children an education. He introduced parliamentary bills to reduce the number of hours children work.
- Technology has transformed fairgrounds into huge theme parks today.

- Children may lack contextual understanding in terms of the Tudor and Victorian periods of time.