

Subject: History Year 4

What are the aims and intentions:

That all the children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History - key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Links to previous Learning:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Dragons and Castles	<p>A local history study - linked to castles in the local area -Auckland Castle and Raby Castle.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - the development of</p>	<p>Historical enquiry</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums</p>	<p>Can the children Explain what and where the first castles came from?</p> <p>Can the children describe how the design of the castle was changed to</p>

		<p>Castles over time - looking at how they were used and what was life like in them.</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - life in a castle - Auckland Castle and/or Raby Castle</p> <p>Chronological understanding Describe the main changes in a period in history. - how the Castles have developed over time - protection against the enemy - material changes, design changes.</p>	<p>or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past</p> <p>To sequence the different periods of time.</p> <p>Reading maps</p> <p>Use primary and secondary sources</p> <p>Discuss and raise questions</p> <p>Identify, explain and recall facts and knowledge</p>	<p>protect the owners from enemies?</p> <p>What was life for those who lived in Castles?</p> <p>What can we find out about Auckland Castle?</p> <p>What do we know about Raby Castle?</p>
	Key Vocabulary	Battle of Hastings, Norman Conquest, Bayeaux Tapestry, William the Conqueror, King Harold, wooden, motte and bailey, concentric castles with circular towers, inner wall, outer wall, death hole, gate house, portcullis, murder holes, moat, drawbridge, keep, tower, round tower, dungeons, stone keep castles, fortress, defence, attack, enemy, attack, palisade, turret, feudal system, knights, squires, nobles, peasants, serfs, lord and lady. Chivalry		
		Cultural Capital: visits to Raby or Auckland Castle, key guest visitors to talk about the local castles, History Topic Box from Durham County Council		
Spring	Surviving the Prehistoric Age (Stone Age, Bronze Age and Iron Age)	<p>To know simple chronology of key periods in early British history - Changes in Britain from the Stone Age to the Iron Age</p> <p>To know key facts about life of early settlers (Stone Age) - religion, technology, travel, homes, foods, weapons.</p>	<p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums</p>	<p>Can the children... Create a timeline of the prehistoric era Identify the main periods of the Stone Age?</p>

		<p>To know key facts about the life of people living in the Bronze and Iron Age- tribes, religion, technology, travel, homes, foods, weapons, rebellions. For example Stonehenge,</p> <p>To recognise how life changed for people living in the prehistoric era/age.</p> <p>Chronological understanding To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) To be able to order significant events and dates on a timeline. To be able to describe the main changes in a period in history.</p>	<p>or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past</p> <p>To sequence the different periods of time.</p> <p>Reading maps</p> <p>Use primary and secondary sources</p> <p>Discuss and raise questions</p> <p>Identify, explain and recall facts and knowledge</p>	<p>Can children give reasons why early people would move around and have nomad status? Why did people eventually settle in one place?</p> <p>What were homes like in the Stone Age, Bronze Age and Iron Age? Can the children identify how they changed over time?</p> <p>What can we learn from the findings at Skara Brae?</p> <p>What was the purpose of Stonehenge?</p> <p>What were Hillforts and why were they so popular?</p>
	Key Vocabulary	Date, time period, era, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, change, duration, century, millennia, BC/AD, settlement, archaeologist, flint, stone, cave, bronze, the Celts, nomad		
		Cultural Capital: Visit from the Stone Age lady, outdoor stone age food making, creating Stonehenge out of biscuits, re-creating Cave Art, History Topic Box from Durham County Council		
Summer	I Came, I saw, I conquered	<p>To know about Julius Caesar's attempted invasion in 55- 54 BC</p> <p>To know about the successful invasion by Claudius and conquest, including Hadrian's</p>	<p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts,</p>	<p>Who was Julius Caesar and why is he a significant historical figure?</p>

		<p>Wall -linked to Segedunum at Walls End in Newcastle.</p> <p>To know about the Roman Empire by AD 42 and the power of its army that supported the successful invasion of Britain.</p> <p>To know about the Roman Empire and its impact on Britain - how life changed for people living in Britain at this time.</p> <p>To know about 'Romanisation' of Britain: sites such as Segedunum in Newcastle or Binchester Roman Fort. Roads used then and still today.</p> <p>To know the impact of technology, culture and beliefs, including early Christianity the legacy of Roman culture (art, architecture or literature) on later</p> <p>To know about British resistance, for example, Boudica</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - link to knowledge of Stone Age, Bronze Age, Iron Age and the children's learning on castles.</p>	<p>historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past</p> <p>To sequence the different periods of time.</p> <p>Reading maps</p> <p>Use primary and secondary sources</p> <p>Discuss and raise questions</p> <p>Identify, explain and recall facts and knowledge</p>	<p>Can the children explain why the Romans were unsuccessful at first at conquering Britain?</p> <p>Who was the successful Emperor who lead the successful invasion of Britain and in what year was it?</p> <p>Can the children order the invasion attempts on a timeline?</p> <p>How did life change for those living under Roman rule? What was life like for those living under Roman rule?</p> <p>Roman roads? What were they? Why were they important?</p> <p>Why is Boudicca an important figure of the time?</p> <p>What was the legacy left by the Roman invasion of AD43- AD 410?</p>
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	Key Vocabulary	<p>Empire, Julius Caesar, Emperor Claudius, mosaic, gladiators, games, towns, senate, baths, roads, amphitheatres, aqueducts, Hadrians Wall, Binchester Roman Fort, Segedunum, villa, temple, legion, legionary, soldier, weapon, chariot, Britannia, Ancient Briton, Celt, fort, roundhouse.</p>		
		<p>Cultural Capital: Roman Numerals (links to Maths) visit to Roman fort (Binchester) visit to Segedunum (Roman remains at the end of Hadrians Wall), History Topic Box from Durham County Council</p>		