



Curriculum Coherence – Year 4 History

Term 1 **The Roman Empire and its Impact on Britain. Why were the Romans important for Britain?**

PRIOR LEARNING/STARTING POINT:

Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: Development of a chronologically secure knowledge and understanding of the Greek timeline

INTENT	IMPLEMENTATION	IMPACT
<p>NC Objectives: The Roman Empire and its impact on Britain?</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn will retell the myth of Romulus and Remus in the own words. - Chn draw and label their own roman soldier/roman soldier weaponry diagram and discuss how the army was an effective force. - Chn discuss and comment on different sources depicting Boudicca. What impression do they give? Can they be trusted? - Chn write an account on Boudicca from a Roman point of view then a Celt Point of view. How are they different? - Create a non-fiction fact file which describes Roman Life in terms of TECHNOLOGY, FARMING, RELIGION, ART, TOWNS, HOME AND FARMING - Chn create design and create their own Horrible Histories style video on an aspect of Roman life to create a class video. 	<p>OUTCOMES</p> <p>Children will develop a broad knowledge of the impact the Romans had on Britain, including the social, technological and economic effects of the invasion.</p> <p>PUPILS will know</p> <p>When the Romans ruled Britain, what they accomplished and why they left.</p> <p>will be able to</p> <p>Name some of the technological accomplishments and how they differed significantly from the way of life of the Celtic tribes.</p> <p>will understand</p> <p>That Roman society was very different to ours and slavery was a very big part of their way of life. They will understand that the Roman departure led to Britain returning to its former way of life.</p>

VOCABULARY
Emperor, Senate, Aqueduct, Forum, Hypocaust, Mosaic, Colosseum, Century, Legion

READING OPPORTUNITIES






Next Steps in learning:

Key Stage 3:
Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

SKILLS

- Develop a chronologically secure knowledge of British, local and world history.
- Notice connections, contrasts and trends over time whilst developing historical terms.
- Address and devise historically valid questions about change, cause similarity and difference.
- Construct informed response that involve thoughtful selection and organisation of relevant

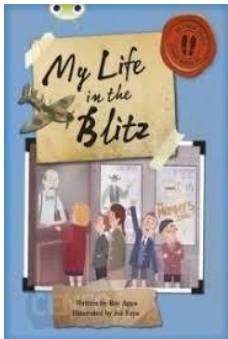
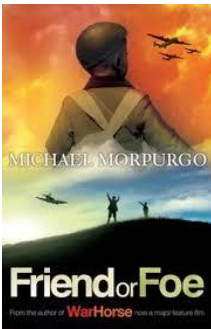

Key Questions:

- How was Rome founded?
- How and why did the Romans invade?
- Who was Boudicca and why did she revolt?
- Did Boudicca's Revolution succeed?
- What was life like for the Romans?
- What did the Romans leave behind?

<p>historical information and sources.</p> <ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources. 		
<p>LINKS Geography - Locational Knowledge – Counties/Cities/Countries Design Technology – Research, Design, Create and evaluate an effective Roman shield Art and Design – Research, Design and create a roman mosaic using different mediums.</p>		
<p>Challenge: Make a research book about facts making connections and contrasts to present time. Simplification: Make cartoon strips, own picture books as reference to key ideas and vocabulary.</p>		
<p>AFL: Groups to present facts to other classes</p>		
<p>SMSC: Why did the Romans invade? (C), What the Romans left us (C,S) Keeping clean (S) Geography World rivers (C) Roman settlements (S)</p>		
<p>Values: Unity, Belonging and Love</p>		
<p>Preparation of Adulthood: Education was very important to the Ancient Romans. The rich people in Ancient Rome put a great deal of faith in education. While the poor in Ancient Rome did not receive a formal education, many still learned to read and write.</p>		

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Term 2	How did World War 2 affect Britain?	
<p>PRIOR LEARNING/STARTING POINT: Children will develop a broad knowledge of the impact the Romans had on Britain, including the social, technological and economic effects of the invasion. Pupils will know when the Romans ruled Britain, what they accomplished and why they left. They will be able to name some of the technological accomplishments and how they differed significantly from the way of life of the Celtic tribes. They will understand that Roman society was very different to ours and slavery was a very big part of their way of life. They will understand that the Roman departure led to Britain returning to its former way of life.</p>		
INTENT	IMPLEMENTATION	IMPACT
<p>NC Objectives Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Chn will learn why Germany wanted war. Chn will learn the different advantages Britain had in the Battle of Britain and consider why it could only be attacked from the air. Chn discuss and comment on the difference between spitfires and Messerschmitts. Chn will sketch and paint a spitfire. Create a non-fiction text about the war, including evacuees, technology and rationing. Chn make their own Anderson Shelter. Chn will take part in a code breaking activity to locate naval vessels. Chn to bake a cake using a WW2 rationing recipe. 	<p>OUTCOMES Children will understand the significance of WW2 in Britain's history. PUPILS will know Why Britain entered the war, why it was attacked by Germany and how people were affected. Will be able to Explain why war affects everybody, not just the armed forces. Explain the impact of technology in the War. Recognise that people on both sides suffered from the war and had similar experiences. will understand Why nations might feel war is necessary. How people can overcome enormous tasks by working together.</p>
<p>VOCABULARY Invasion, air-raid, Blitz, radar, rationing, Nazis, evacuation, prisoner of war, treaty, codebreaking, USSR, blackout, home guard, land girls.</p>	<p>READING OPPORTUNITIES</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Next Steps in learning:</p> <p>Key Stage 3: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how</p>
		

		different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
<p>SKILLS</p> <ul style="list-style-type: none"> • Study a specific event of significance in Britain's history. • Notice connections, contrasts and trends over time whilst developing historical terms. • Address and devise historically valid questions about change, cause similarity and difference. • Construct informed response that involve thoughtful selection and organisation of relevant historical information and sources. • Understand how knowledge of the past is constructed from a range of sources. 		<p>Key Questions:</p> <ul style="list-style-type: none"> -How did WW2 begin? -Why did Germany try to defeat the RAF? -How did Britain win the Battle of Britain? -How did the Spitfire compare to the Messerschmitt? -How were Children affected by the War? -How were everyday people affected by the war? How did codebreaking help win the war?
<p>LINKS Geography - Locational Knowledge – Counties/Cities/Countries Art and Design – Sketch and paint a Spitfire. Design and Technology – Make an Anderson shelter using robust materials.</p>		
<p>Challenge: Research what happened during Christmas Day?</p>		
<p>Simplification: Immersive Room to watch video clips and be immersed in how it felt, pre-teach vocabulary,</p>		
<p>AFL: True or false Quiz</p>		
<p>SMSC: M- different viewpoints, An appreciation of the influences that have shaped the students' own cultural heritage is focused on ranging from links to the two World Wars and the key changes brought about by these events. Examples include a debate about the 'Blitz spirit' that can engage students in Britishness and the setting up of the NHS and its differences from other nations is also explored. Further links in this area can look at migration, which can be tracked from the earliest topics of the Romans and Normans to modern day. Diversity is also celebrated through various thematic focuses such as theme days, weeks and events as mentioned earlier. A focus on significant individuals or places in Britain encourages students to reflect on their own cultural assumptions and values. Through marking each other's work and delivering presentations and debates, students also are introduced to concepts, values and events they would never otherwise have encountered.</p>		
<p>Values: Unity, Belonging, love, patience, hope, British Values</p>		
<p>Preparation of Adulthood: The reason we need to study war is so everyone knows what happened and understand how bad it was and people don't do it again. The reason we should study the wars because we don't want to make the same mistakes. That we made in the past where there were too many wars e.g. WWI, WWII and Gallipoli.</p>		

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Term 3

**A significant turning point in British history
Discovery and Expedition**

PRIOR LEARNING/STARTING POINT:

Children will develop a broad knowledge of the impact the Romans had on Britain, including the social, technological and economic effects of the invasion. Pupils will know when the Romans ruled Britain, what they accomplished and why they left. They

will be able to name some of the technological accomplishments and how they differed significantly from the way of life of the Celtic tribes. They will understand that Roman society was very different to ours and slavery was a very big part of their way of life. They will understand that the Roman departure led to Britain returning to its former way of life.

INTENT	IMPLEMENTATION	IMPACT
<p><u>NC Objectives</u> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p><u>ACTIVITIES</u> -Find out who Sir Ernest Shackleton was -Reading the story -Time line of events -Biographical time line -Write a diary entry from Sir Ernest Shackleton -Research other explorers -Link to explorers at present finding out about the past</p>	<p><u>OUTCOMES</u> Children will understand the significance of Sir Ernest Shackleton expedition <u>PUPILS will know</u> Key facts from the timeline of his expeditions <u>Will be able to</u> Confidently talk about what happened and how he is heroic <u>will understand</u> How Sir Ernest Shackleton was a leader</p>
<p><u>VOCABULARY</u> South Pole, expedition, Antarctica endurance, Captain Scott, orca, emperor penguin, frostbite, krill, Mount Erebus, influential, Heroic, polar explorer, abandoned, stranded,</p>	<p><u>READING OPPORTUNITIES</u> - Ernest Shackleton Book (at school)</p>	<p><u>Next Steps in learning:</u> Key Stage 3: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Study a specific event of significance in Britain's history. • Notice connections, contrasts and trends over time whilst developing historical terms. • Address and devise historically valid questions about change, cause similarity and difference. • Construct informed response that involve thoughtful selection and organisation of relevant historical information and sources. • Understand how knowledge of the past 		<p><u>Key Questions:</u> <i>Who is Sir Ernest Shackleton?</i> <i>What made him a good leader?</i> <i>What discovers did he make?</i> <i>What is significant about Sir Ernest Shackleton?</i></p>

<p>is constructed from a range of sources.</p>		
<p>LINKS Geography - Locational Knowledge – Counties/Cities/Countries Art and Design – Design and Technology –</p>		
<p>Challenge: Make own fact file through researching artifacts and sources with links to feelings. Develop their critical and independent thoughts.</p>		
<p>Simplification: Draw out or use visuals to add onto the timeline</p>		
<p>AFL: Children to make own quizzes to ask other peers and teachers</p>		
<p>SMSC: Interpreting pictures with a moral point of view. Reflect on actions and consequences. Share opinions of historical events</p>		
<p>Values: Perseverance, hope, courage, teamwork, commitment.</p>		
<p>Preparation of Adulthood: Leadership and endurance</p>		