

History Knowledge planner year 4 - *building a rich web of powerful knowledge* What did the Romans do for us?

Prior learning- establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.

Awareness of how to find out about the past- an understanding that knowledge of the past is constructed from a range of sources, including primary and secondary sources. Experience in distinguishing between different sources and beginning to evaluate their usefulness.

Year 3 history topics: Would you survive life in Prehistoric Britain? An understanding of the chronology of the Iron Age and Stone Age in Britain

What was life like in Ancient Egypt?

Studying society at these times and what it was like to be an individual in these periods of history

Big ideas/concepts	Key question/s	Vocabulary (including etymology?)
<p>Personal and political perspectives.</p> <p>Power Invasion Empire Hierarchy Impact?</p> <p>Life as an individual - including the role of women and what it was like to be a child then?</p>	<p>What does power mean? Who had power in Roman society? (In the Empire? In Britain?) What was the role of women? What did women's struggle for power look like? How does/did it feel to be dominated? How did the Romans assert their power? How did the Britons resist? How does faith empower people? What was the hierarchy of Roman society? What impact did the Romans have on Britain? Who narrates history? Who gives a voice to the powerless?</p> <p>What is historical evidence and how do we use it? What was life like in Britain before the Romans arrived? How did the Romans change people's lives in Britain? What was a typical Roman like?</p>	<p>Vocabulary (including etymology?)</p> <p>Latin based words introduced to English language/Britain</p> <p>Politics, democracy, community, power, empowerment, dominant, subservience (servant), emancipation, pleb, hierarchy, role, empire, peasantry, chronology, perspective, cohesion, inclusion</p>

Links to modern day/ relevance Visits/experiences : Caerleon or Roman Baths Outcome- museum exhibits	Other curriculum areas with rich links to concepts or content? Philosophy (What does power mean?) RE (How does faith empower people?) Geography- countries in the Roman Empire (how did they assert their control?) Core Learning/Tribes, developing team work. English- writing from different perspectives e.g. correspondence, diary. Art- mosaics, clay work.	Important figures/quotes- the best that has been thought/said/done Boudicca Caesar Claudius Books: Black History: Septimius Severus
Plans - content, what will we teach and how will we teach this? Story map chronology: teaching that different civilizations may have overlapped chronologically i.e. Ancient Egyptians and Romans Explore different perspectives of the same event e.g. crossing the river Use of evidence bags to act as history detectives (Building on from year 3 knowledge of primary and secondary sources)		

Year 4 history objectives from skills ladder

Chronological awareness/understanding

Continue to develop chronologically secure knowledge of history time periods studied, place events from period studied on time line in relation to other studies (KS1 content, Egyptians??)
Understand that time can be divided into BC/AD
Establish clear narrative within period studied
Note connections, contrasts and any trends over time

Historical knowledge

Romans: the Roman Empire and its impact on Britain

Historical enquiry (using evidence, communicating ideas) - **include use of primary and secondary sources**

Regularly address and sometimes devise historically valid questions

Understand how knowledge of the past is constructed from a range of sources (including primary and secondary)

Construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event, choose relevant material to present/communicate this.

Describe / make links between main events, situations and changes within and across different periods- including Egyptians, Romans, present day

Identify and give reasons for, results of, historical events, situations, changes

Describe social, cultural, religious and ethnic diversity in Britain & the wider world

Identify historically significant people and events in situations

Interpretations of history

look at the evidence available begin to evaluate the usefulness of different sources

use of text books and historical knowledge/research

Begin to explore why different versions of the past may exist

Black history: Septimus Severus