



Year 4			
Subject	Knowledge	Skills	Key Vocabulary
<p><b>Roman Empire and its impact on Britain</b> <b>Aut 1: The Romans</b></p>	<p>This unit is structured around three sequential history enquiries:</p> <ol style="list-style-type: none"> <li>1. When did the Romans invade and why?</li> <li>2. Did the native Britons welcome or resist them, and why?</li> <li>3. How did they influence the culture of the people already here</li> </ol> <ul style="list-style-type: none"> <li>• Understand what came before, alongside and what came after (E.g. Anglo-Saxon invasion post Roman departure)</li> <li>• Understand cause and consequence of key developments / discoveries (tools, housing, farming, clothing, religion, weapons, technology)</li> <li>• Name and recognise images from that time period.</li> <li>• Understand how the society was organised and way of life and differences for each group.</li> <li>• Comparison to own life and think about what it would be like to live at that time.</li> <li>• Understand the challenges faced by the population within this time period.</li> <li>• Understand the demographic of the population at the time.</li> <li>• Knowledge of time period in comparison to other time periods.</li> <li>• Understand more complex terminology such as AD and BC (knowledge of time period and how this relates to AD and BC.)</li> <li>• Place knowledge – understanding the location studied and where this is found on a map (cross-curricular knowledge links to geography).</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Compare life before and after Roman invasion of Britain. Place events of studied periods on a time line.</li> <li>• Use language to sequence events and historical periods and describe cause and consequence</li> <li>• Use terminology related to this period.</li> <li>• Understand more complex terminology such as AD and BC.</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied,</li> <li>• Identify key features and events of time studied.</li> <li>• Offer reasonable explanations to some events.</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Look at the evidence available and begin to evaluate the usefulness of certain resources.</li> <li>• Use books to expand historical knowledge.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event.</li> <li>• Ask a variety of questions</li> <li>• Interpret a variety of artefacts.</li> <li>• Use the library and internet for starting independent research.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> </ul>	<p>Empire, Romans, Roman Empire, civilization, demographic, population, Amphitheatre, aqueduct, barbarian, Basilica, cavalry, chariot, gladiator, Juno, Jupiter, sacred, sewage, slave, villa, chronological, technology, culture, invasion, travel, archeologist, armies, legions, legionnaires.</p>
	<p><b>Anglo Saxons: Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon</b></p>	<p><b>The effects of Anglo Saxon, Viking and Scots settlement in Britain:</b> This unit is structured around 4 sequential history enquiries:</p> <ol style="list-style-type: none"> <li>1. What happened to Britain when the Romans left?</li> <li>2. How well did the Saxons and Vikings get on with each other?</li> <li>3. Was life better in  Anglo-Saxon or Roman Britain?Britain?</li> <li>4. What did the Anglo Saxons and Vikings leave behind?</li> </ol>	<p>Skills as above</p>





These units of study will lead children to develop the following knowledge:

- what came before / after/ alongside (around the world)
- the cause and consequence of key developments and discoveries (pyramids, tools, technology, religion, writing, communication, architecture, clothing)
- be able to name and recognise images from the period
- understand how society was organised and the way of life for each group (i.e. pharaohs, slaves, democracy etc.)
- compare with own lives and think about what it would be like to live in this society.
- place knowledge – where does it appear on a map – what else is happening around the world?