



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