



Year 4

Autumn Term	Spring Term	Summer Term
The impact of the Roman Invasion in Britain	Anglo Saxons and Vikings	The Mayans
Legacy, Work and Trade, Everyday Life,	Legacy, Work and Trade, Everyday Life	Legacy, Work and Trade Everyday Life
Chronology and Causation		
<p>C24-I can accurately set out different events onto a timeline</p> <p>C25-I can appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</p> <p>C26-I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>C27-I can use a timeline in relation to the unit being studied.</p> <p>C28-I can use words and phrases: century, decade</p> <p>C29-I can order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>C30-I can accurately use dates and terms to describe historical events</p> <p>C31-I know and can describe in some detail the main changes to an aspect of history being studied</p>		
Historical Enquiry		
<p>H15-I can appreciate the difference between primary and secondary sources of evidence</p> <p>H16-I can use a range of sources to collect information about the past</p> <p>H17-I am able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</p>		
Interpretation and Significance		
<p>I19-I can recognise the impact that bias has on historical events and know that historical recounts are prone to exaggeration.</p> <p>I20-I can investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p> <p>I21-I can begin to talk about the impact of a past action on our lives today</p> <p>I22-I am able to talk about similarities and differences between different times in the past according to the periods of history studied</p> <p>I23-I can consider different ways of checking the accuracy of interpretations of the past</p> <p>I24-I can understand that there is often not a single answer to historical questions</p>		

Link to Progression Document	Link to Progression Document	Link to Progression Document
<p>To be taught this term. C24, C25, C27, C28 H15 I21, I22</p>	<p>To be taught this term. C25, C26, C29, C30 H16, H17 I19, I20, I23</p> <p>Revisited this term C24, C25, C27, C28 H15, H16 I21, I22</p>	<p>To be taught this term. C30, C31 H17 I22, I24</p> <p>Revisited this term C24, C27 H15, H16 I21</p>
Subject Specific Vocabulary	Subject Specific Vocabulary	Subject Specific Vocabulary
<p>Centurion, invade, aqueduct, senate, amphitheatre, villa, Roman Baths, Hadrian's Wall, mosaic, Latin, aqueduct, Empire, conquer, Julius Caesar, Emperor Claudius, Londinium, Boudica</p>	<p>Angles, Saxons, Jutes, Anglo-Saxon kingdoms, Danes, Vikings, invaders, Danelaw, Shire reeve churl, longhouse, longship, Jorvik, Alfred the Great, Eric Bloodaxe, King Edgar, raid, tribe, Thanes, Cearls, Slaves, Alfred the Great</p>	<p>Chichen Itza pyramid, Itzamna, mica, rituals, codices, ahau or ahaw, batab, Kukulcan, advanced civilisation, Temple, Central America, astronomers,</p>

I will...	I will...	I will...
<ul style="list-style-type: none"> • be able to place the Roman invasion of Britain on a timeline in relation to previous periods of History studied. • give reasons for why the Romans came to Britain. EL L • know what the Romans found when they came to Britain and link this to previous learning about the Iron Age. EL W&T • use primary and secondary sources to identify what the Romans did to improve Britain. L EL • be able to give reasons as to why many Britons were opposed to the Roman occupation • give reasons for why the Romans left Britain • be able to describe the legacy of the Roman invasion on Britain. L 	<ul style="list-style-type: none"> • be able to place the period of the Anglo-Saxons onto a timeline using dates • be able to relate the rise of the Anglo-Saxons to the end of Roman Britain. • understand why the Anglo-Saxons settled in Britain. W&T • learn about Anglo Saxon everyday life and culture and be able to compare this with the Roman way of life. EL W&T • Know about how the Anglo-Saxons attempted to bring about law and order into the country EL L • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • be able to explain who the Vikings were and where the Vikings originated from • understand that the Viking's reputation may be exaggerated. (bias, interpretation) 	<ul style="list-style-type: none"> • Be able to place the Mayan civilisation on a timeline (making chronological connections to all previous periods of History taught in Y3 and Y4) • give reasons for the impact that the Mayan civilization has on the world L • know why they were considered an advanced society in relation to that period of time in Europe L EL W&T • make comparisons with what was happening in Britain when the Mayans were most powerful EL • ask questions about why the Mayans civilization died out

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| | <ul style="list-style-type: none">• be able to compare the Viking and Anglo-Saxon way of life. EL W&T• be able to explain the legacy of the Vikings and Anglo-Saxons on Britain. L | |
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*Key Themes running through the History Curriculum at Knypersley First School

Legacy- A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, buildings and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Everyday Life- How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.

Work and Trade- The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.