



History Curriculum: Year 4

What are the aims and intentions of this curriculum?

That children:

- Understand that the Roman army marched through our locality and set up camp nearby.
- Appreciate how the Romans changed daily life in our locality.

Term	Topic	Knowledge	Skills	Assessment
Autumn	Why did the Romans march through County Durham?	<p>Know where the Romans are placed on a timeline.</p> <p>Know key dates, facts and people involved in the Roman invasion of Britain (including BC & AD).</p> <p>Know specific features of the Roman army.</p> <p>Know what the Romans wanted from our region and their reasons for marching north.</p>	<p>Use (e.g. primary sources)</p> <p>Infer</p> <p>Deduce</p> <p>Compare/contrast</p> <p>Identify (what has changed/stayed the same)</p> <p>Sequence</p> <p>Ask simple and complex questions</p> <p>Research</p> <p>Collect evidence</p> <p>Record findings</p> <p>Find out the answers to questions</p> <p>Reason</p> <p>Give reasons for e.g. marching north (cause and effect)</p>	
		<p>Vocabulary: dates, time period, era, duration, Empire, province, Julius Caesar, Emperor Claudius, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple, invasion, legion, legionary, soldier, weapon, Eagle standard, chariot, Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse</p>		
Spring	Daily life in Roman Britain.	<p>Know key dates, facts and people involved in the Roman invasion of Britain.</p> <p>Know what daily life was like in Roman Britain</p> <p>Know the key features of a Roman</p>	<p>Identify (explicit & implicit evidence)</p> <p>Compare/contrast</p> <p>Notice e.g. differences</p> <p>Use primary & secondary sources</p> <p>Sequence</p>	



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		<p>settlement Know some of the ways to identify Roman settlements.</p>	<p>Interpret Collect evidence Record findings Find out the answers to questions Recall e.g. key events, people, cause/effect</p>	
		<p>Vocabulary: dates, time period, era, duration, change, chronology, Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts</p>		
Summer	What happened when the Romans left Britain?	<p>Know why the Roman legions left Britain Know chronology of further invaders of Britain (Saxons, Picts, Jutes and Angles) Know how Britain changed over time (Roman town /Anglo-Saxon settlement) Know what daily life was like in Anglo-Saxon Britain. Know key dates, facts & events and people involved in Anglo-Saxon Britain (Alfred the Great).</p>	<p>Observe Notice Infer Deduce Justify Describe Compare/contrast Use (e.g. primary sources) Identify (similarities/differences) Sequence Research Collect evidence Record findings Find out the answers to questions Recall e.g. main differences,</p>	
		<p>Vocabulary: dates, time period, era, duration, change, chronology, Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindisfarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke</p>		