

Year 4 History Autumn 1 Emperors and Empires	
Previous learning: In this project children revisit the terms BC and AD and build on their knowledge of world history - the Roman Empire. Children are introduced to differing accounts of the same event. They deepen their understanding of hierarchy and power and revisit the concepts of cause and consequence.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. Ancient Rome had a clear hierarchy with upper and lower classes. 2. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. 3. Boudicca was the warrior queen of the Celtic Iceni tribe. 	
Lesson 1 History Driver	Founding of Ancient Rome
	<ul style="list-style-type: none"> ● To be able to identify that primary sources include documents or artefacts created by a witness to a historical event at the time it happened. ● To be able to identify that secondary sources were created by someone who did not experience or participate in the event. ● To be able to identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.
Lesson 2 History Driver	Everyday life in ancient Rome
	<ul style="list-style-type: none"> ● To be able to describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. ● To know that Ancient Rome had a clear hierarchy ● To be able to ask well composed historical questions about aspects of everyday life in ancient periods.
Lesson 3 History Driver	Growth and expansion of the Roman Empire - Hierarchy in ancient Rome
	<ul style="list-style-type: none"> ● To know that the growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. ● To know that the cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain.
Lesson 4 History Driver	Roman army - Roman conquest
	<ul style="list-style-type: none"> ● To be able to describe how the Roman Army was successful due to its well structured legions and hierarchy. . ● To know that after the Romans successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people.
Lesson 5 History Driver	Boudicca's rebellion - Struggle with Scotland
	<ul style="list-style-type: none"> ● To know what the word rebellion means. ● To know that Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life for the Celts who were defeated.
Vocabulary	
Historical viewpoint primary source secondary source invade conquer settle emperor empire hierarchy lower class upper class	

rebellion Caledonia Britannia Boudicca Iceni tribe Celts
Local Connection
Hull and East Riding Museum - Roman Britain

**Year 4
History
Autumn 1
Emperors and Empires**

Previous learning: In history children will revisit the concept of defence and Romanisation. The children are introduced to evaluation, written evidence and quotes.

Sticky Knowledge

1. Romanisation occurred when people who lived near new Romans towns lived like Romans.
2. Romans built towns on a grid system.
3. Romans enjoyed feasting and dinner parties and gladiator tournaments.

Lesson 1 Hadrian's Wall

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| History Driver | <ul style="list-style-type: none"> ● To know that Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. ● To know that Hadrian's Wall stretched across the north of England and was built from earth, turf and stone. |
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Lesson 2 Britannia

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| History Driver | <ul style="list-style-type: none"> ● To be able to describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. ● To know that over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. ● To know that over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language.. ● Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. |
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Lesson 3 Roman towns in Britain and Romano-British culture

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| History Driver | <ul style="list-style-type: none"> ● To know that historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. ● To be able to use artefacts to show how the Romans enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion. |
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Lesson 4 Ivory Bangle Lady

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| History Driver | <ul style="list-style-type: none"> ● To be able to describe how archaeological evidence from the Ivory Bangle Lady indicates that wealthy people of African descent lived in Roman Britain, luxury goods from across the Roman Empire were available in York and Christian and pagan beliefs existed alongside each other in Roman Britain. |
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Lesson 5 Romanisation in the local area

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| History Driver | <ul style="list-style-type: none"> ● To be able to take part in a historical investigation - What evidence is there of Romanisation in our local area? ● To be able to know that historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. |
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Vocabulary

Hadrian's Wall defence conflict Romanisation achievements grid system gladiator tournament archaeology Ivory Bangle Lady wealth local history
Local Connection
Study of Romanisation in the local area (walk)

**Year 4:
Autumn 1
Anglo Saxons**

Previous learning: Children revisit the cause and effect of the end of the Roman rule from the first term of Year 4. They sequence significant dates and events in chronological order, deciding how a timeline gets them to sequence, and cause and effect, of different events. Children will draw upon their Year 3 work, exploring similarities and differences over a period of time. In year 4, pupils will begin to understand which sources are more reliable and why.

Sticky Knowledge

1. Britain came under attack from four groups of invaders during 410-1066.
2. The Saxons because we had gold and good land for farming.
3. The Saxon's split England into seven kingdoms.

Lesson 1 History Driver	I can order the events of an invasion
	<ul style="list-style-type: none"> • To be able to recognise different events that happened in Britain and around the world, during the same time period. • To be able to use more complex historical terms to explain and present historical information. • To be able to sequence significant dates about events within a historical time period on historical timelines.

Lesson 2 History Driver	What were the causes and consequences of the Anglo-Saxon invasion?
	<ul style="list-style-type: none"> • To be able to explain the cause, consequence and impact of invasion and settlement in Britain. Describe a series of significant events, linked by a common theme, that show changes over time in Britain. • To be able to explain the cause and effect of a significant historical event.

Lesson 3 History Driver	
	<ul style="list-style-type: none"> •

Lesson 4 History Driver	Sutton Hoo
	<ul style="list-style-type: none"> • To know that the materials and decoration used to make an artefact can tell us about the status of the owner. • To be able to describe the hierarchy and different roles in ancient civilisations. • to be able to identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.

Lesson 5 History Driver	Why was Athelstan a significant leader?
	<ul style="list-style-type: none"> • To be able to construct a profile of a significant leader using a range of historical sources.

Vocabulary

Scandinavia, Anglo-Saxon , Vikings kingdom invasion settlement, Danelaw, Jorvik, monarch, longhouse, longship

