



# Knowle CE Primary Academy

## Medium Term Plan: HISTORY



YEAR: 4

TERM: Autumn

TITLE: Roman Invasion

### Substantive Concepts:

**Conflict and Invasion** - also taught in Yr 3 (Vikings) and Yr 6 (World War 2)

**Community and Culture** - also taught in Year 1 (Knowle), Year 2 (Victorians), Year 3 (Egyptians and Vikings), Year 4 (Cadbury) and Year 5 (Greeks and Windrush)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<b>REVISION / REMIND / REVISIT - Viking invasion, chronology, ancient chronology</b>	<b>THE BIG QUESTION</b>  <i>Could a Roman invasion ever happen again?</i>  <b>LINKS to NC/rationale:</b> <ul style="list-style-type: none"> <li>✓ The Roman Empire and the effect on Britain</li> <li>✓ Revisits ancient civilisations</li> <li>✓ Second year in juniors- ready to vote in the school council</li> <li>✓ Covers the topic of invasion which links to Year 6-</li> </ul>	<b>Knowledge acquired:</b> <ul style="list-style-type: none"> <li>Significant figures- Julius Caesar, Emperor Claudius and Queen Boudicca</li> <li>How and when was Rome was founded? (Romulus and Remus 753 BCE)</li> <li>How did they conquer so much land?</li> <li>Why were the Roman army so successful?</li> <li>Impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Artwork- Boudicca, Roman Gladiators.</li> <li>Narrative- novel set in the Roman times</li> <li>Mount Vesuvius creation in Science.</li> <li>Building a Roman house using wattle and daub.</li> <li>Links to maths curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Moral values- what makes invasion less likely now? (democratic societies, Peace Treaties)</li> </ul>	<ul style="list-style-type: none"> <li>Links to Politics today.</li> <li>Links to School Council- democracy.</li> </ul>
		<b>Skills/Concepts explored:</b> <ul style="list-style-type: none"> <li>Chronology of world history</li> <li>Note connections, contractions and trends over time</li> <li>Use historical terms.</li> <li>Address and devise historically valid questions about change, cause, similarity and difference</li> <li>Construct informed responses</li> <li>Know how the past in</li> </ul>		<i>The 'answers' to the BIG QUESTION</i>  <b>DEEP DIVE</b>	

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	<p>looking at politics and democracy.</p>	<p>constructed through a range of sources.</p> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>▪ Conquest</li> <li>▪ Empire</li> <li>▪ Ancient Civilisation</li> <li>▪ Archaeology</li> <li>▪ Artefact</li> <li>▪ Century</li> <li>▪ Emperor</li> <li>▪ Invasion</li> <li>▪ Conquest</li> <li>▪ Parliament</li> <li>▪ Gods and goddess</li> <li>▪ Republic</li> <li>▪ Settler</li> </ul>			
<p><b>ASSESSMENT CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Identify details from global history to demonstrate an awareness of societies, events and people.</li> <li>• Can sequence a number of the most significant events, people, themes or societies.</li> <li>• Identify some of the main similarities and differences occurring within topics.</li> <li>• Comment on the importance of causes and effects for some of the key events within topics.</li> <li>• Explain why some aspects of historical periods are significant</li> <li>• Comment on a range of possible reasons for differences in a number of accounts.</li> <li>• Devise historically valid questions for enquiry and answer them with substantiated responses.</li> </ul>					



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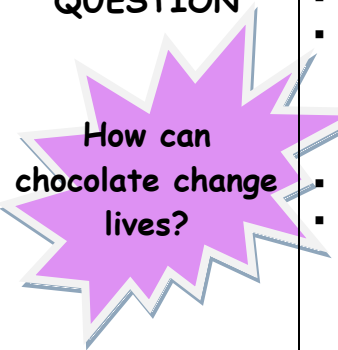

YEAR: 4

TERM: Spring 1

TITLE: How can chocolate change lives?

### Substantive Concept: Community and Culture

Also taught in Year 1 (Knowle), Year 2 (Victorians), Year 3 (Egyptians and Vikings), Year 4 (Romans) and Year 5 (Greeks and Windrush)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<b>REVISION / REMIND / REVISIT - chronology, Mayans, Significant people (Guy Fawkes, John Boyd Dunlop, Florence Nightingale)</b>	<b>THE BIG QUESTION</b>  	<b>Knowledge acquired:</b> <ul style="list-style-type: none"> <li>Who is George Cadbury?</li> <li>How did he create a sense of community for his workers? - Bournville Village Trust.</li> <li>Who were The Quakers?</li> <li>Compare and contrast live in Bournville to life in Mexico AD 900 and that with the Romans (Links to previous knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Bourneville to look at the local history and to learn about what George Cadbury did to help build a community (links to geography)</li> <li>Visit food banks</li> <li>Design a chocolate bar- enterprise evening raising money for Food Bank</li> </ul>	<ul style="list-style-type: none"> <li>Visiting food banks</li> <li>Bournville was planned and designed as a social improvement exercise- it was a village for workers.</li> </ul> 	<ul style="list-style-type: none"> <li>Sparkhill Food Bank</li> <li>Links with the Church and food bank</li> <li>Enterprise evening- raising money</li> </ul>
	<b>LINKS to NC/rationale:</b> <ul style="list-style-type: none"> <li>✓ Local history- Bourneville.</li> <li>✓ Through food banks- children gift out Easter Gifts.</li> </ul>	<b>Skills/Concepts explored:</b> <ul style="list-style-type: none"> <li>Chronology</li> <li>Note connections, contractions and trends over time</li> <li>Use historical terms.</li> <li>Address and devise historically valid questions about change, cause, similarity and difference</li> <li>Know how the past in constructed through a range a sources.</li> </ul>			
		<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Change</li> </ul>			

DEEP DIVE



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		<ul style="list-style-type: none"><li>▪ Discovery</li><li>▪ International</li><li>▪ Invention</li><li>▪ Oral history</li></ul>			
	<b>ASSESSMENT CRITERIA:</b> <ul style="list-style-type: none"><li>• Can sequence a number of the most significant events, people, themes or societies.</li><li>• Identify some of the main similarities and differences occurring within topics.</li><li>• Comment on the importance of causes and effects for some of the key events within topics.</li><li>• Explain why some aspects of historical periods are significant</li><li>• Devise historically valid questions for enquiry and answer them with substantiated responses.</li></ul>				