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| History - Year 4 | Autumn | Spring | Summer |
| End Points | To understand and articulate life during the time of Ancient Greece, its influence on the western world and how it’s legacy can be seen today through culture, art and society. | To develop knowledge of the Roman Empire and its impact on Europe/Britain, including significant events and people from the time and how these shaped future Europe. | To study Dewa Chester and explain how the architecture played, and continues to play an integral part in the history of present day Chester through its legacy. |
| Curriculum Objectives (Substantive Knowledge) | **Ancient Greece:** • Study of Greek life & achievements and their influence on the western world. • Compare some of the times studied with those of other areas of interest around the world. | **The Roman Empire and its impact on Europe/Britain**• Build an understanding of Britain’s past and the wider world • Make connections and contrasts e.g. change, cause, similarities and differences between different times in the past covered so far. • To describe how the past can be represented or interpreted in a few different ways. • Place events, artefacts and historical figures on a time line using dates and the concept of change over time | **Local History**• Understand the history of Dewa Chester and impact the Roman architecture sill has on Chester today • Tell the past is different from today and explore how Chester has changes over time • Use artefacts, pictures, stories, online sources and databases to find out about the past • Use evidence to ask questions and find answers to questions about the past |
| Historical Enquiry Skills (Disciplinary Knowledge) | Key Vocabulary |
| • Use primary sources to ask and answer questions • Find places Romans then Vikings settled on a map and suggest geographical reasons why this might be; • Ask different types of questions about the past and find answers to questions about the past; • Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology; • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – think about how to share this clearly with other people**Local History, Power, Settlement, Migration, Empire. Diversity** | interpretation facts/opinion evidence chronology constructing a timeline ordering artefacts research enquiry  |  | comparison Julius Caesar Claudius invasion conquest resistance Boudica  |  | Romanisation hypocaust viaduct /aqueduct gladiator coliseum amphitheatre Hadrian’s Wall |