



Culture



People of the past

## History Curriculum Year 4

<p><b>Prior Learning from Year 1</b></p> <p>Old and new toys identified based on material and appearance Victorian toys Queen Victoria being Queen during the Victorian period Childhood now is different to childhood in the past Past and present vocabulary Sequencing events in their life Beginning to recognise a timeline Explorers: Tim Peake, Neil Armstrong, Christopher Columbus, Amelia Earhart</p>	<p><b>Prior Learning from Year 2</b></p> <p>Describing the historical event of the Great Fire of London: 1666, 17<sup>th</sup> Century, Pudding Lane Bakery Samuel Pepys' diary Houses: timber frames, thatched roof and built close together, thousands burned Candles used for light, flames used for cooking and heating King Charles II – The Great Fire of London King James I – Gunpowder Plot Nurses of the past – Nightingale and Seacole Changes to hospitals and nursing since 1900 Timelines in chronological order Sequencing events in chronological order</p>	<p><b>Prior Learning from Year 3</b></p> <p>Queen Elizabeth 11 – longest reigning monarch – 70 years King Charles III; coronation 6<sup>th</sup> May; children – Prince Harry/Prince William Understanding hunter-gatherers and how Britain changed during 'the ages' The stone-age period started around 3 million year ago During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. 3500 BC started with the introduction of agriculture and domesticated animals. Stone Age sites/monuments include Skara Brae and Stonehenge. The stone-age was followed by the bronze-age period. This is when humans started to use metal. Iron Age: people living in Hill Forts, clans that belonged to tribes led by warrior kings Iron Age: Celtic people settling in Britain – feasting, music and poetry, the production of metalwork for trade.</p>
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Aspect of History	Key Vocabulary	Sticky Facts	Essential Knowledge	Essential skills
<p><b>Local History Study:</b></p> <p>Chester Through the Ages</p>	<p>Landmark Deva Amphitheatre Medieval Roman Fortress Victorian Era Period Decade century</p>	<ul style="list-style-type: none"> <li>70s AD Deva (Chester) was built because the Romans built Britain's first towns.</li> <li>Historical landmarks in Chester include the amphitheatre, cathedral, town hall, castle, the walls and East Gate clock.</li> <li>Chester is famous for its black and white buildings from Medieval times.</li> <li>The Chester Suspension bridge was built in 1852 by Thomas Harrison; it is the only footbridge that crosses the river Dee.</li> <li>In 1899, the East Gate clock was added in the Victorian era to celebrate Queen Victoria's diamond jubilee.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to name some of the historical landmarks of Chester.</li> <li>Describe the features of the different landmarks.</li> <li>Recall dates significant to Chester landmarks.</li> <li>Consider the impact of Thomas Harrison and the Romans on the people of Chester</li> </ul>	<p>Chronology; Knowl. &amp; Und. Of people, events and changes; historical enquiry</p> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>Use maps to compare historical landmarks with then and now.</li> <li>Give a broad overview of the history of Chester</li> <li>Describe social and cultural diversity of the past.</li> </ul>



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		<ul style="list-style-type: none"> <li>The clock stands on the site of the original entrance to the Roman Fortress</li> <li>The walls of Chester were built by the Romans to protect the city; they are almost 2000 years old.</li> </ul>		<p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place artefacts and dates on a timeline.</li> <li>Understand how life changed over time and describe these changes.</li> </ul> <p>Use historical language – dates, era, chronology</p>
<p><b>Roman impact on Britain</b></p> <p>‘What the Romans did for us’</p>	<p>Invasion Empire Legion Conquered Republic Emperor Centurion Aqueduct Senate Colosseum Gladiators Romanisation AD BC</p>	<ul style="list-style-type: none"> <li>The Romans first invaded Britain in 55BC, it was Caesar’s first expedition to Britain</li> <li>61AD Boudicca leads a rebellion: She was a queen of the British Celtic Iceni tribe who led an uprising.</li> <li>Groups of Roman soldiers were called legions. (5,000)</li> <li>Legionaries were Roman citizens; they wore a helmet (galea), rounded shield, a stabbing sword (gladius) and a throwing spear. Shields were used to form a testudo.</li> <li>The Romans built over 3000km of roads in the UK.</li> <li>The Romans were excellent engineers and builders; they used concrete, brick and arches.</li> <li>Poor Roman people lived in wooden huts and an insulae, while rich Romans lived in a domus or villa.</li> <li>410 AD Roman rule ends in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Know how Britain changed from the stone-age to the end of the Roman occupation.</li> <li>Know how the Roman occupation of Britain helped to advance British society – language / roads / coin / architecture.</li> <li>Know how there was resistance to the Roman occupation and know about Boudicca.</li> <li>Know about famous Roman emperor – Julius Caesar.</li> <li>Deva was a fortress town. A settlement grew around it through trade. It was the biggest in UK.</li> <li>The amphitheatre was biggest one at a fortress holding up to 10,000.</li> <li><b>Chester Deva Experience Trip</b></li> </ul>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>Use more than one source of evidence for historical enquiry</li> <li>Give a broad overview of what life was like from ancient to Roman periods</li> <li>Consider different viewpoints of historical people of the past.</li> <li>Describe social and cultural diversity of the past.</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place artefacts and dates on a timeline.</li> <li>Understand how life changed over time and describe these changes.</li> <li>Use historical language – dates, era, chronology</li> </ul>
<p><b>Ancient Greece</b></p> <p>‘It’s all Greek to me’</p>	<p>Athenians Spartans Helots Civilisation Democracy Philosophy Parthenon Olympics Chiton Acropolis Parthenon Athens</p>	<ul style="list-style-type: none"> <li>Spartans believed in strict discipline to make tough soldiers</li> <li>Athens was the birthplace of democracy and all citizens were allowed to vote</li> <li>The Ancient Greeks invented the theatre; they were semi-circular and open air; in the centre was the orchestra and they wore masks.</li> <li>The men wore tunics called a chiton; women’s came down to their ankles; the wealthy had tunics of different colour.</li> <li>776 BC First Olympics; It took place in Olympia in honour of Zeus, who was known as the God of the Sky and the Father of all Gods and humans</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenians and the Spartans: family life, food, fashion, entertainment.</li> <li>Identify differences with rich / poor: rich wore chiton; rich wore loincloth.</li> <li>Know about the influence the Gods had on Ancient Greece: The Ancient Greeks held many festivals in honour of their gods (Zeus/Apollo).</li> <li>Know at least five sports competed in the Ancient Greek Olympics: Events at</li> </ul>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>Describe accounts of historical events</li> <li>Use historical language</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>Describe characteristic features of the past</li> <li>Compare times studied with now.</li> <li>Use more than one source of evidence for historical enquiries.</li> <li>Describe the social, cultural and religious diversity of the past.</li> </ul>



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	Sparta Ancient	<ul style="list-style-type: none"><li>• They believed in many different gods; temples were built for them and they were home to statues of gods.</li><li>• The Acropolis is the high hill in Athens, that the Parthenon, an old temple, sits on.</li></ul>	the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing <ul style="list-style-type: none"><li>• Understand the idea of Athenian Democracy and make links with the school council/parliament today.</li></ul>	<u>Chronology</u> <ul style="list-style-type: none"><li>• Place events, artefacts and historical figures on a timeline using dates</li><li>• Understand changes over time.</li></ul>
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