
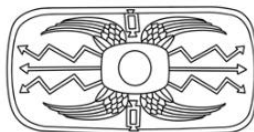



History Unit of Work Year 4 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>The Ancient Greeks</div> 	<ul style="list-style-type: none">• Ancient Civilisations (Y3)• Ancient Britons (Y3)	<ul style="list-style-type: none">• Ancient Romans (Spring)• Ancient Maya (Y5)	<ul style="list-style-type: none">• ??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">• Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Historical Enquiry			
How did the Ancient Greeks change the world?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation, democracy/justice, civilisation/settlement, religion/fait <h, conflict="" invasion<="" td=""></h,>			
:	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<ol style="list-style-type: none">1. Know that the Ancient Greeks lived between 776BC and 146BC2. Know the name of Zeus, Hera and Poseidon and their importance to Greek people3. Know how Alexander the Great’s empire grew and impacted Thebes and Egypt4. Know that the Greeks gave the western world Democracy, Athletics & Theatre.5. Know some contrasts between the life of Athenians and Spartans6. Know some similarities and differences between the Ancient and Modern Olympics		ancient, civilisation, city state, empire, democracy, athletics, theatre, Olympics, Zeus, Athena, Poseidon
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none">1. Describe where and how the Ancient Greeks lived based on evidence2. Debate how Alexander the Great’s empire impacted others for good and bad3. Explain how Greek gods are interpreted from primary sources4. Describe how Greek influence and culture is still present in the world today5. Explain how and why understanding of Spartan culture may be interpreted in different ways6. Discuss what a sources shows, hypothesising about its subject matter of the Ancient Olympics.		BC/AD, primary source, secondary source, sequence, compare/contrast, influence, impact, connections
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">• Know about the influence the gods had on Ancient Greece• Know some of the main characteristics of the Athenians and the Spartans• Know how Ancient Greek ideas changed the world• Know at least five sports from the Ancient Greek Olympics		<u>Disciplinary</u> <ul style="list-style-type: none">• Interpretation: I can debate two arguments about a historical period or event• Enquiry: I can discuss what a source might show, hypothesising its use or subject matter• Communication: I can describe how the past can be represented or interpreted in a few different ways.	
Significant people/places	Archimedes (Link to Science)		

History Unit of Work Year 4 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>The Roman Empire & Roman Britain</div> <div></div>	<ul style="list-style-type: none">Local History: Great Fire of Nantwich (Y2)Ancient Civilisations legacy (Y3)The Ancient Greeks (Autumn)Chronological British History: Ancient Britons (Y3)	<ul style="list-style-type: none">Chronological British History: Anglo Saxons and Vikings (Y5)Power of monarch (Y6)	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught about: the Roman Empire and its impact on BritainPupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Historical Enquiry			
Can we still see the impact of the Romans now?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation, democracy/justice, civilisation/settlement, religion/faith, conflict/invasion			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<ul style="list-style-type: none">7. Know where the Romans came from and how the city of Rome became the centre of an empire led first by Emperor Augustus8. Know that the Romans invaded Britain for metal, farming, wood and slaves9. Know why and how the Romans built new roads and towns in Britain10. Know that Queen Boudicca led a rebellion against the Romans11. Know that the lasting impact of the Romans can still be seen in modern day Britain in roads, money and libraries12. Know that archaeologists have uncovered evidence of Roman life in Chester such as the amphitheatre		ancient, empire, emperor, Britain, Rome, Augustus, Boudicca, rebellion, modern, amphitheatre, soldier
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ul style="list-style-type: none">7. Evaluate sources to create a timeline of the Roman empire8. Think critically about the reasons why the Romans invaded and judge the most important reasons9. Explain the impact and development that the Romans brought to Britain using sources of evidence10. Judge evidence to develop and present different perspectives of the rebellion11. Use lasting evidence to judge the impact that the Romans made to Britain12. Answer historical questions using evidence found in Roman Chester		BC/AD, primary source, secondary source, chronological, artefact, remains/lost, archaeology, evidence
Assessment Outcomes			
Substantive <ul style="list-style-type: none">Know how Britain changed from the iron age to the end of the Roman occupationKnow how the Roman occupation helped to advance British societyKnow about the resistance to the occupation and know about BoudicaKnow at least one famous Roman emperorKnow what parts of Europe the Roman empire occupied		Disciplinary <ul style="list-style-type: none">Interpretation: I can think critically and judge evidence to develop a perspective on the pastEnquiry: I can use one or more sources of information to help me answer questions about the past in sentences.Communication: I can present both sides of a historical argument	
Significant people/places			

History Unit of Work Year 4 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>The British Railways</div> <div></div>	<ul style="list-style-type: none">Queen Victoria (Y2)Legacy of ancient civilisations (Y3) (Autumn)	<ul style="list-style-type: none">British History post 106620th Century (Y5)World War 2 / Monarchy (Y6)	<ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none">Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 [the legacy of Late Georgian/Victorian locomotive progression on later periods in British history, including the present day]Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Historical Enquiry			
Was the expansion of the railways positive for everyone?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation, democracy/justice, civilisation/settlement, religion/faith, conflict/invasion			
:	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<div>13. Know that George Stephenson built the first passenger carrying railway in 1825</div> <div>14. Know that George Stephenson built the Liverpool to Manchester railway in 1830</div> <div>15. Know that the 1840s saw the largest growth of Britain’s railways</div> <div>16. Know that the Rocket, Flying Scotsman and Mallard are historically significant steam locomotives</div> <div>17. Know that Thomas Cook thought the railways were a good thing, and that Charles Dickens did not.</div> <div>18. Know that locomotives have changed over time from steam, to diesel, to electric</div>		George Stephenson, steam engine, diesel, electric, Rainhill trials, route, locomotive, Rocket, Mallard, Flying Scotsman
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<div>13. Explain the main events in the history of rail travel on a timeline</div> <div>14. Discuss and compare maps of train lines as an accurate and reliable source of evidence</div> <div>15. Consider and discuss whether sources about new railways are trustworthy</div> <div>16. Describe how answers can be found using a primary or secondary source of evidence</div> <div>17. Communicate both sides of a debate on the railways impact</div> <div>18. Explain why locomotive technology has changed over time</div>		trends, period/era, question, reason, century, decade, fact/opinion, impact
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know how the first railways were developedKnow that the Victorian period was a time of great, rapid change in BritainKnow how locomotives changed over timeKnow the impact that the railways had on life in Britain		<u>Disciplinary</u> <ul style="list-style-type: none">Interpretation: I can consider and discuss whether a source is trustworthyEnquiry: I can describe how I can find answersCommunication: I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.	
Significant people/places	George Stephenson, Thomas Cook, Charles Dickens Rainhill, Liverpool to Manchester Railway, Museum of Liverpool		