

*Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed.* Progression of Skills and Knowledge: HISTORY Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Greece	Digestive System	Roman Empire	The Environment	UK Study Blackpool	UK Study Stockport
<b>Historical enquiry</b>	To recognise the part that archaeologists have had in helping us understand more about what happened in the past To use various sources to piece together information about a period in history Understand the difference between primary and secondary sources of evidence Use sources of evidence, e.g. artefacts, sculptures, in school visits to museum, books To answer questions about life in Ancient Greece. Ask questions like ‘What was it like for an Ancient Greek during...?’		To, through research, identify similarities and differences between Roman times and today. To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings Use various sources of evidence, e.g. artefacts, sculptures, in school visits to museum, books to answer questions about life in Ancient Rome.			
<b>Organisation and communication</b>	To use my ‘information finding’ skills in writing to help them write about historical information Discuss the most appropriate way to present information for an audience		To communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out			
<b>Chronological understanding</b>	To describe events and periods using the words: BCE, AD, century, decade, after before To describe events from the past using dates when things happened To use a timeline within a specific time in history to set out the order things may have happened including names and places		To describe events and periods using the words: ancient and century To begin to recognise and quantify the different time periods that exists between different groups that invaded Britain To use their mathematical skills to round up time differences into centuries and decades			
<b>Knowledge and understanding of past events, people and changes in the past.</b>	To suggest why certain events happened as they did in history To explain how events from the past have helped shape our lives To suggest why certain people acted as they did in history To recognise that the lives of wealthy people were very different from those of poor people To begin to picture what life would have been like for different city states -Athens, Sparta To recognise and compare Ancient Greece different states.		To begin to picture what life would have been like for the early settlers To explain how people who lived in the past cooked and travelled differently and used different weapons from ours To recognise that Britain has been invaded by several different groups over time To realise that invaders in the past would have fought fiercely, using hand to hand combat To begin to appreciate why Britain would have been an important country to have invaded and conquered			
<b>Historical Interpretation</b>	To use various sources to piece together information about a period in history Was life in Ancient Greece the same for everyone? What are some of Ancient Greece’s achievements? What ideas from Ancient Greece are still used today?		To look at how life in the Empire was different if you were a Roman compared to a person from an invaded country. To research two versions of an event and say how they differ			
<b>Key knowledge</b>	To understand daily life in Ancient Greece including clothes, buildings, language, food and schools To know about different Ancient Greek architectural building styles To know that Ancient Greece was not one country. To understand that life in Sparta was very different to life in other city-states & life today. The Olympics in 776 BC at the Greek city of Olympia and the Marathon To learn about Greek Gods and Greek Mythology To learn about famous Greeks e.g. Plato, Aristotle, Archimedes, Alexander the Great.		Dates of Roman emperors, invasions and key Roman battles An understanding of some of the people who battled against Rome and why they did. Julius Caesar’s attempted invasion in 55-54 BC Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, e.g. Boudica “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity			
<b>Key questions</b>	Was life in Ancient Greece the same for everyone? What are some of Ancient Greece’s achievements? What ideas from Ancient Greece are still used today? BHM What is slavery? What are rights?		Why did the Romans invade? How did life change after the Roman invasion?			
<b>Learning intentions</b>	To understand daily life in Ancient Greece including clothes, buildings, language, food and schools To know about different Ancient Greek architectural building styles To know that Ancient Greece was not one country. To understand that life in Sparta was very different to life in other city-states and life today. The Olympics in 776 BC at the Greek city of Olympia and the Marathon To learn about Greek Gods and Greek Mythology To learn about famous Greeks e.g. Plato, Aristotle, Archimedes, Alexander the Great. <b>Black History Month</b> To create my own character word wall (inspired by Christina Shingler) Understand some people were treated differently based on how they looked		To know key dates of Roman emperors on a timeline. To recall dates of Roman invasions & battles. (including Julius Caesar’s attempted invasion in 55-54 BC) To understand the power of the Roman army & Empire (Roman Empire by AD 42 & the power of its army) To understand why Hadrian’s Wall was built To understand of some of the people who battled against Rome (+why they did.British resistance, e.g. Boudica) To understand how Britain changed under the Romans (“Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity)			
<b>Key vocabulary</b>	Democracy, city-state, philosophy, senate, slavery, fairness, discrimination		Caesar, senators, invasion, empire, Romanisation, Druids			
<b>Visit/Visitors</b>	Manchester Museum		Manchester Museum Roman Manchester - tour of remains at Science and Industry museum			
<b>Key Texts</b>	Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greece		Rotten Roman			

<p><b>Challenge for HA</b></p>	<p>To understand the achievements of Ancient Greece and how some of these inventions and ideas still have an influence on us today. To appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences</p> <p>To begin to appreciate that how we make decisions has been through a Parliament</p> <p>To use mathematical knowledge to work out how long ago events would have happened</p>	<p>To begin to build up a picture of what main events happened in Britain/ the world during different centuries. To understand how the Romans changed religion in Britain.</p> <p>To use my mathematical skills to work exact time scales and differences as need be</p> <p>To appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences</p> <p>To research more than one version of an event and say how they differ</p> <p>To give more than one reason to support an historical argument</p>		
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