

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 4

<u>Autumn 1 and Autumn 2</u>	<u>Spring 1</u>	
Enquiry Questions		
<p>How did the Romans impact Britain? How did the Roman Empire become so powerful? Why did the Romans leave Britain?</p>		<p>What links the Ancient Egyptians to other Early Civilisations? What did the earliest civilisations have in common? (all near the equator, all near a river or sea, flood plains)</p> <p>Are the Ancient Egyptians are only known for their mummies and pyramids? (Explain that we will be looking to see if this statement is true, whether they agree with it or not and whether they managed to achieve anything more than this)</p> <p>What were the achievements of the Ancient Egyptians? (farming, writing).</p> <p>Why was the River Nile important to the Egyptians?</p>
Outcomes		
<p>Postcard writing Class assembly to parents or other year groups</p>		
Linked Texts		
<p>Everything Romans in Britain by National Geographic Kids. ... Roman Army by Ruth Brocklehurst. ... The Roman Gods, Emperors and Dormice by Marcia Williams. ... My Story – Roman Invasion by Jim Eldridge. ... Roman Soldiers Handbook by Lesley Sim and Ian McNee. Audiobook- The Romans in Britain by Guy de la Bedoyere. Resources: https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</p>		
Linked Experiences		
<p>N/A</p>		
Overview		

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Bridge between the Iron Age and the Romans, introduce the Roman Empire and then Chronology of Roman Britain.

First lesson could include - Showing the expansion in geographic terms, then show on class timeline, introduce key aspects that allowed the Empire to expand: roads and army – this was a civilisation which meant organised society with a system of writing and political leadership.

How did the Romans impact Britain? (continuity and change, cause and consequence)

- Causes of Roman invasion
- Consequences for the Britons in the short term (those that cooperated and became client kingdoms as opposed to those that rebelled)

To understand the context of Roman history.

To understand where the Romans and Roman Britain fits into a continuing chronological narrative.

To understand why and when Britain was invaded.

To understand what the Roman Empire was and how did it expand so much? (change is the concept – changing borders and why those changes happened and were maintained)

To understand how the Roman Empire became so powerful

To understand the achievements of the Romans and the impact that they had on Britain.

To understand the changes and continuity between Roman housing and Celtic.

To understand the continuity and change within society from the Iron age to Roman Britain.

To understand the differences in food collection and meal structures between Romans and Celts.

To understand Julius Caesar's attempted invasion in 55-54 BC.

To understand the Roman Empire by AD 42 and the power of its army.

Why did the Romans leave Britain?

Ancient Civilisations - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

To understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared

(Lesson one could include – looking at the older civilisations and see that all these early civilisations are formed near rivers rather than just settlements like Britain.

To know the achievements of this civilisation – agriculture and writing (because their role impacts everyday life)

To understand the importance of writing for the civilisation and its role in supporting the societal and cultural development.

Ancient Egyptians

Depth study – focus on the achievements of this civilisation: agriculture and writing (because of how their role impacts everyday life)

To continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the Ancient Egyptians lived.

Identify the issues relating to accurate recording of Egyptian chronology

To understand the many achievements of the Ancient Egyptians and their impact on others around them and on us today

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<p>Septimius Severus – ruled from York for a couple of years – local(ish) link? Ivory Bangle Lady (near York) oldest known female handwriting is on one on the Vindolanda tablets near Hadrian's Wall written by Claudia Severus.</p>		<p>Identify the societal structures of Ancient Egypt compared to other civilisations</p> <p>Identify the main elements of Ancient Egyptian housing in comparison to other ancient housing</p> <p>Identify the nature of Ancient Egyptian beliefs and the reasons and impacts of their changes</p> <p>Identify the crucial role of trade in Ancient Egypt's rise in power- the importance of the Nile to the Ancient Egyptians.</p> <p>How the agricultural advances supported the civilisation – what did the advances allow the Egyptians to accomplish?</p> <p>Identify sources of evidence in Ancient Egypt and the contrasting interpretations of the evidence</p>
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Knowledge and/or Skills Covered

<p>Ask and answer historically valid questions (eg about contrast, cause and effect, reliability). Note connections, contrasts and trends over time. Use the year confidently to date events, and sometimes the month and day. note connections, contrasts and trends - across time but also between places and cultures. Comment on continuity and change. Identify themes within and between topics. Select and use sources to construct their own opinions about the past.</p> <p>Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).</p>		<p>Ask and answer historically valid questions (eg about contrast, cause and effect, reliability). Note connections, contrasts and trends over time. Use the year confidently to date events, and sometimes the month and day. note connections, contrasts and trends - across time but also between places and cultures. Comment on continuity and change. Identify themes within and between topics. Select and use sources to construct their own opinions about the past.</p> <p>Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).</p>
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Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this. Start to critique other people's the past.		Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this. Start to critique other people's the past.
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National Curriculum Attainment Targets

Pupils should be taught about the Roman Empire and its impact on Britain. Examples (non-statutory). This could include: Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, cultures and beliefs, including early Christianity.		
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Important Vocabulary

Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus maximus, Legionary.		Shang Dynasty Ancestor Bronze Buddhism Confucius Diviner Dynasty Hu Millet Oracle bones Pagoda Peasant Terracotta Indus Valley Aryan Barter Caste System Citadel Dharma Guru Harappan Nomadic Raja Sanskrit
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		<p>Stupa Vedas</p> <p>Ancient Sumer Aqueduct City-state Cuneiform Domesticate Dynasty Gilgamesh Irrigation Marduk Scribe Shekel Shrine Ziggurat</p> <p>Ancient Egypt Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone.</p>
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<i>Spring 2</i>	<i>Summer 1 and Summer 2</i>	
Enquiry Questions		
Continued from Spring 1	Why did people leave their homeland to come to Britain? What is Windrush?	Continued...
Outcomes		
Linked Texts		
	Windrush Child by Benjamin Zephaniah Coming to England by Floella Benjamin (English linked text)	
Linked Experiences		
	Bradford Industrial Museum https://museumsandgalleries.leeds.gov.uk/engagement/leeds-migration-stories/ https://www.bbc.co.uk/teach/class-clips-video/history-ks2-moey-hassan-pakistani-migration-to-the-uk/zs2m6g8	
Overview		
	Local History Study-Migration including Windrush To know about the partition of India and Pakistan – why did they leave? What is making them leave? Why come to Britain? To know about migration from the Commonwealth in 1950's and 1960's – Britain opened doors to let people migrate from the commonwealth to the UK – what did they do in Britain? Why did they stop it in the 1970s? To know that Britain relinquished its Indian empire in 1947. From 1948 the 'open door immigration approach' led to the arrival of non-European people to assist and re-establishing Britain's Industries.	

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	<p>To know that the immigrants were from a variety of backgrounds – Hindus from the Gujarat region of western India, Sikhs from eastern Punjab region, and Muslims both from the west part of Pakistan and from the East Pakistan (Bangladesh from 1971). Also, a population of 6000 from the Caribbean.</p> <p>To understand what the Pakistani government did in the early 1960s (planned the Mangla Dam)</p> <p>To learn about the Mangla Dam and why it was built.</p> <p>To learn about the Mirpoor region of Pakistan- how many left the area where did they go? What did they do?</p> <p>To learn about the barriers that the migrants faced.</p> <p>To learn about the prejudice and discrimination they faced.</p> <p>To learn about the contribution made by South African migrants to Bradfords textile industry.</p> <p>To link knowledge to Saltaire mills.</p> <p>To learn about the issues of unemployment faced by these communities as the textile industry declined in the late 1970s and early 1980s.</p>	
Knowledge and/or Skills Covered		
	<p>Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).</p> <p>Note connections, contrasts and trends over time.</p> <p>Use the year confidently to date events, and sometimes the month and day.</p> <p>note connections, contrasts and trends - across time but also between places and cultures.</p> <p>Comment on continuity and change.</p> <p>Identify themes within and between topics.</p>	

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	<p>Select and use sources to construct their own opinions about the past.</p> <p>Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).</p> <p>Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p>Start to critique other people's the past.</p>	
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National Curriculum Attainment Targets

Important Vocabulary

	<p>Immigration Empire Voyage Caribbean Recruitment Discrimination Citizen Residence Race Racism Commonwealth</p>	
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