



History Medium Term Planning

Year 4



<u>Topic and term</u>	<u>Knowledge</u>	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Key Vocabulary</u>
Romans and Celts	To know what impact the Roman period of history had on Britain and the world. To know how our locality has been shaped by what the Romans have done in the past and can name 3 things the Romans have done for our country. To know about the lives of 2 Famous	To recall Key dates in the Roman Empire and place them in chronological order on a time line. <u>753 BC</u> - The city of Rome is founded. Legend has it that the twin sons of Mars, the god of war, named Romulus and Remus founded the city. Romulus killed Remus and became ruler of Rome and named the city after himself. Rome was ruled by kings for the next 240 years. <u>509 BC</u> - Rome becomes a republic. The last king is overthrown and Rome is now ruled by elected officials called senators. There is a constitution with laws and a complex republican government. <u>218 BC</u> - Hannibal invades Italy. Hannibal leads the Carthage army in his famous crossing of the Alps to attack Rome. This is part of the Second Punic war. <u>73 BC</u> - Spartacus the gladiator leads the slaves in an uprising. <u>45 BC</u> - Julius Caesar becomes the first dictator of Rome. Caesar makes his famous Crossing of the Rubicon and defeats Pompey in a civil war to become the supreme ruler of Rome. This signals the end of the Roman Republic.	Children will have experience of using timelines and have an understanding of chronological order. Children will be able to compare different historical periods. Children will be able to name famous historians from the past and the impact they had.	chronological, earliest, latest, oldest, empire, power, army, gladiator, coliseum, Roman empire, civilization key dates, timeline, order, sequence, compare, comparison, homes, houses, now, then, past, present, future, daily lives, entertainment,

Romans (Julius Caesar and Boudicca). To know that Rome was a very important place and that a lot of key decisions were made there.	<u>44 BC</u> - Julius Caesar is assassinated on the Ides of March by Marcus Brutus. They hope to bring back the republic, but civil war breaks out. <u>27 BC</u> - The Roman Empire begins as Caesar Augustus becomes the first Roman Emperor. - To know about the Roman Empire and its impact on Britain, and understand the reasons why the Romans wanted to invade Britain Roman Empire - The Period of Kings (625-510 BC), Republican Rome (510-31 BC), and Imperial Rome (31 BC – AD 476). The Romans were cross with Britain for helping the Gauls (now called the French) fight against the Roman general Julius Caesar. They came to Britain looking for riches - land, slaves, and most of all, iron, lead, zinc, copper, silver and gold. - To know who Julius Caesar was and what he did for the Roman Empire. To answer questions if you interviewed Julius Caesar using role play and hot seating. What answers would he give? How did you feel being captured by pirates? The price was insultingly low and I demanded that they raise it! When you conquered Gaul how do you think the native tribes felt? They feared us (The romans) - To know who Boudicca was and how she opposed the Roman Empire. To create a wanted Boudicca poster explaining the crimes she committed. To know the name Boudica means		ports, build, buildings, Julius Caesar, Boudicca
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Victoria or Victory.

The *Boudican revolt* was an armed uprising by the native Celtic tribes against the Roman Empire. Boudicca's rebels massacred 70,000 Romans.

Boudicca is a heroine because she achieved a lot and fought for her country, for her people and for herself. Although she lost the final battle, she never let the Romans conquer her

- To name the different types of Roman and modern homes. To compare Roman buildings to modern buildings. To list the similarities and differences between Roman buildings and their modern equivalents.

Roman homes- wooden huts, Insulae, Domus, Villa

Modern homes- Bungalow, Detached, flats, Semi-detached, terraced

The Romans built lots of cities that were well fortified with city walls.

They also introduced lots of luxuries into civilisation, such as public baths, roads and even plumbing!

- To investigate the daily lives of people during the Roman Empire and know what Roman people did for entertainment.

The romans enjoyed watching people die. They believed the gods like violence and fighting to the death.

Gladiators were the roman equivalent of the famous sportsmen and athletes we have today. Gladiators were slaves, criminals or prisoners of war.

Roman gladiators fought bare-chested, but they wore canvas loincloths to preserve their modesty. They were allowed to wear sandals, but

		many chose not to. Gladiators also wore protective armor over their arms and legs. To know who the Romans were, what they wore, what they ate and what they enjoyed doing. To answer comprehension questions about the Romans. Rome is the capital city of modern-day Italy and it was the city at the centre of the Roman Empire. The Romans were a group of people who were named after this important city.		
Frozen Kingdom	To know how artefacts have been used to help build up a picture of life in the past.	<u>Significant Individual to discuss during topic</u> Greta Tintin Eleonora Ernman Thunberg is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation. To order the events of the Titanic on a timeline. To know the key events that happened in the Titanic story. To know the Titanic sank as it hit an iceberg when travelling at a speed of 23 knots. To know the Titanic sank at 2:20 a.m. on April 15, 1912. 12.00pm 10 April 1912-The Titanic sets off on her maiden voyage at midday. 11.40pm - 14 April 1912, Titanic hits iceberg. 12.30am, 15 April 1912 - Lifeboats are lowered. 2.10am - Ship's lights go out. 2.17am - Titanic breaks in two.	Children will know that people travelled by boats and ships to cross the ocean. Children will now that explorers travelled the world discovering new countries and islands.	Titanic, events, past, present, future, time, ship, boat, iceberg, ocean, sea, water, explorer, adventure, traveller, explore, find, Arctic, Antarctic, polar region, polar exploration, country, place, world, disaster, problem, natural,

2.19am - Bow begins to sink.

2.24am - Titanic reaches the bottom of the ocean.

8.50am, 15 April 1912 - The Carpathia finally travels away from any remaining wreckage and makes its way to New York. She has managed to save only 705 passengers and crew.

- To know the events of the Titanic disaster and answer comprehension questions using a text.

Where was the Titanic Built? Titanic was built in Belfast.

How long did it take to build the Titanic? It took three years to build and cost millions of dollars.

Why Didn't Titanic Reach America? The Titanic sank on 15th April, 1912 after hitting an iceberg.

Who Was to Blame? Captain Smith was the ship's captain. Many people blamed him for continuing at speed into an unknown area of ice.

Why did do many people die? There were only enough lifeboat spaces for 1178 people when the ship's total capacity was 3547.

- To debate who was to blame for the Titanic sinking. Give for and against and conclude using all the information known about the disaster.

The immediate cause of RMS Titanic's demise was a collision with an iceberg that caused the ocean liner to sink on April 14–15, 1912. While the ship could reportedly stay afloat if as many as 4 of its 16 compartments were breached, the impact had affected at least 5

Ernest Shackleton,
timeline, dates,
sequence, order,

compartments.

Who's fault was it?

Bruce Ismay was the managing director of the White Star Line. He was aboard the Titanic. White Star Line wanted to show that they could make a six day journey. To meet this schedule, the Titanic couldn't slow down. It is believed Ismay put pressure on Captain Smith to maintain the ship's speed.

Thomas Andrew was the ship's architect. The compartments on the ship did not reach as high as they should have done as the White Star Line wanted maximum capacity for first class passengers. If Andrew's had insisted they should be the correct height, Titanic might not have sunk.

- To learn about the achievements of. To write a description about why Ernest Shackleton was a significant individual and his impact on the world.

Sir Ernest Henry Shackleton is best known as a polar explorer who was associated with four expeditions exploring Antarctica, particularly the Trans-Antarctic (Endurance) Expedition (1914–16) that he led, which, although unsuccessful, became famous as a tale of remarkable perseverance and survival.

- To use books/ICT to research the achievements of a famous explorer and create a fact file on Sir Edmund Hillary.

Sir Edmund Hilary (20 July 1919 – 11 January 2008) was a New Zealand mountaineer, explorer, and philanthropist. On 29 May 1953, Hillary and Sherpa mountaineer Tenzing Norgay became the first

		<u>climbers</u> confirmed to have reached the summit of <u>Mount Everest</u>. To write about and answer questions about the race to the pole. To know why Roald Amundsen was a significant individual. Roald Amundsen - Roald Engelbregt Gravning Amundsen (16 July 1872 - 18 June 1928) was a Norwegian explorer of <u>polar regions</u>. He was a key figure of the period known as the <u>Heroic Age of Antarctic Exploration</u>. In 1910, two explorers, Robert Scott and Roald Amundsen, set off on separate expeditions each aiming to be the first to reach the previously unexplored South Pole. Amundsen's team were the first to arrive, leaving their flag for Scott's team to find. Tragically, while Amundsen's team returned alive, Scott's party all died on the return journey.		
Treasure	To know that there were many advanced civilizations on earth about 3000 years ago. To know that the job of an archaeologist their discoveries.	- To sort items according to whether they are a primary or secondary source. Primary sources provide raw information and first-hand evidence. Examples include interview transcripts, statistical data, and works of art. A primary source gives you direct access to the subject of your research. Secondary sources provide second-hand information and commentary from other researchers. - To analyse artefacts and use them to understand the lives of the people who used them. To be able to explain what artefacts are and why they are significant to history of time. To know that artefacts from the past are kept in museums.	Children will know what an artefact is and know they are found in museums. Children will know where treasure is normally found. Children will know people used maps to locate treasure. Children will be able to name features of maps.	artefact, archaeologist, treasure, dig, find, research, preservation, analyse, review, survey, excavation, reporting, analysis, information,

	To know how historic artefacts and items have been used to build a picture of the past.	What is an artefact?- An artefact is a general term for an item made or given shape by humans, such as a tool or a work of art, especially an object of archaeological interest. Artefact Name What is it used for? Who might have used it? What would it be used for? To understand the role of the archaeologist and the importance of their job. To create a comic strip to retell a day of an archaeologist. What is an archaeologist? A person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains. <u>Research</u>-Research is done to find out what is already known about the place and people who have lived there in the past <u>Excavation</u> -Sections of the site are divided into small squares and all evidence carefully removed, bagged and labelled. Spades could damage the artefacts so work is slow, using hand trowels, brushes or even toothpicks. <u>Processing</u> -Artefacts are taken to a laboratory to be cleaned and sorted. <u>Reporting</u>- A report containing all information gathered from the site is written. <u>Analysis</u>- The objects are examined to learn how and when they were made and used. <u>Preservation</u> -Artefacts are carefully stored so they are available for	Children will name what type of people looked for treasure such as archaeologists and pirates.	processing, decade, history, delicate, valuable, iron, precious, soil, density, era, King Richard, Leicester, Staffordshire Hoard
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		future study. - To explore the finding of King Richard in Leicester and what this tells us about our local area. To write an explanation about why King Richard III was significant. In August 1485 King Richard III was killed at the Battle of Bosworth, and buried by the Grey Friars, a Franciscan Holy order, in their friary church. In 2012, researchers and archaeologists found a skeleton under a car park in the city of Leicester. The remains were believed to be Richard III, the Plantagenet king who was killed at the battle of Bosworth in 1485. - To identify key artefacts within the Staffordshire Hoard and match them to their description. The Staffordshire Hoard is the largest hoard of Anglo-Saxon gold and silver metalwork yet found. It consists of almost 4,600 items and metal fragments, amounting to a total of 5.1 kg of gold, 1.4 kg of silver and some 3,500 pieces of garnet cloisonné jewellery. (Dagger hilt, Hilt fitting, Scabbard boss, Stylised horse, Millefiori stud Gold sword fitting, Small gold buckle, Sword pyramid fittings, Helmet cheek piece, Folded cross, Metal fish and birds)		
Hunting and Farming.	To know a local history study on how our local area has changed over	- Children will investigate how farming tools have changed over time and create a timeline to show this. - To describe the ways in which stone-age people survived by hunting for their food.	Children will know the need for food and how people in the stone age found their food.	rural, urban, modern, device, ration, local, national, map,

	time and the impact it has had. To know how historic items and artefacts have been used to help build up a picture of life in the past (to hunt and to farm). To know how our locality today has been shaped by what happened in the past.	Past and present photos of farming techniques and machinery. The way milk was collected compared to now. The way crops were harvested compared to now. The way fields were ploughed compared to now. The machinery (tractors) that were used compared to now. To compare what food was farmed in the past compared to now. To know Essington farm is a local farm. To sort, name and describe foods farmed now and in the past. New Invention – New Invention is a large village around three miles north of the town of Willenhall and four miles east of the city of Wolverhampton in the Metropolitan Borough of Walsall Willenhall – Willenhall is a market town situated in the Metropolitan Borough of Walsall, in the West Midlands, England, with a population taken at the 2011 census of 28,480. It is situated between Wolverhampton and Walsall, historically in the county of Staffordshire. It lies upon the River Tame, and is part of the Black Country. Walsall – Walsall is a market town and administrative centre in West Midlands County, England. Historically part of Staffordshire, it is located 9 miles north-west of Birmingham, 7 miles east of Wolverhampton and 9 miles from Lichfield. -Food available in Walsall – English, Italian, Chinese, Indian, Mexican, Caribbean, Thai. -Food available in the Stone Age - Their diets included meat from wild	Children will be able to investigating different periods in time.	globe, world, locate, find, investigate, food, place, farming, hunting, UK, world, locality, historical,
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animals and birds, leaves, roots and fruit from plants, and fish/ shellfish. Diets would have varied according to what was available locally.

- To investigate Industrial Revolution had on towns and cities in the West Midlands. To know the impact that the Industrial Revolution had on towns and cities in the West Midlands. To know which products were made during the Industrial Revolution.

The Industrial Revolution was a period of tremendous change in Britain, which lasted from around 1750 until around 1900. In this period of 150 years, almost every aspect of life in Britain changed.

- To research and describe photographs related to our locality.

Walsall is a market town in West Midlands County, England. Historically part of Staffordshire, it is located 9 miles north-west of Birmingham, 7 miles east of Wolverhampton and 9 miles from Lichfield.

By 1900 the town centre had grown into an affluent, busy and vibrant shopping area, with shops and businesses of all kinds, much as it is today. Large numbers of people travelled to and from the town thanks to the frequent and cheap tram services that allowed people to travel greater distances to work or shop. The many industries in the town offered employment to a large number of people. Around this time production of leather goods in Walsall reached an all-time high. Around 10,000 people were employed in the local industry.

		Photographs from the 20th Century - The 20th century began on January 1, 1901, and ended on December 31, 2000. Photographs from Walsall including: ✓ The new Council House and Town Hall. ✓ Lichfield Street. ✓ The County Court and the Town Hall. From an old postcard. ✓ The old Council Chamber in the Guildhall. ✓ The new Council Chamber in 1905. ✓ The Town Hall and the Carnegie Library. From an old postcard. ✓ The interior of the Town Hall. ✓ High Street on market day. ✓ Walsall's lovely old Art Gallery.		
Rainforests	To know who the Mayans were, where they lived and their beliefs and practices. To know that the role of the children in ancient Mayan civilization was first	● To use artefacts to help build a picture of life in the past. To know artefacts are a primary source to find out about the past. To use Mayan artefacts to learn about their beliefs and daily life. What is an artefact?- An artefact is a general term for an item made or given shape by humans, such as a tool or a work of art, especially an object of archaeological interest. Artefact Name What is it used for? Who might have used it? What would it be used for?	Children will be able to use dates to order them on a timeline in chronological order. Children will know you can find out about the past from museums and artefacts. Children will know what our daily life is like to help build	Mayans, civilisation, chronological order, ritual, belief, artefacts, sources, artefacts, museums, past, timeline, order, sequence, oldest, nearest, old, new,

	and foremost to help their elders.	Mayan bowl Mayan inscription Mayan necklace Mayan statue Mayan pendant Mayan weapon Mayan knife Mayan head dress Mayan painting <u>Mayan clothes</u> The clothing worn by the Mayans depended on the region they lived in and their social status. The wealthy Mayans wore colourful clothing made from animal skins. Wealthy Mayans also wore feather headdresses and fancy jewellery. <u>Mayan food</u> The most important food that the Mayans ate was maize, which is a vegetable like corn. They made all types of food from maize including tortillas, porridge, and even drinks. Other staple foods included beans, squash, and chillies. For meat the Mayans ate fish, deer, ducks, and turkey. <u>Entertainment for Mayans</u> Although much of the Maya life was spent doing hard work, they did enjoy entertainment as well. A lot of their entertainment was centred on religious ceremonies. They played music, danced, and played games such as the Maya ball game. ● To order significant Mayan events and order the dates on a timeline. <i>1,502 BC First contact with Europeans made.</i> <i>900-300 BC – The first hunter gatherers settle on the Pacific coast.</i>	a comparison.	then, now, dates, period, history, finding, audience,
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800 BC Sites in the rainforest are abandoned.

800 BC Village farming and trade becomes established.

700 BC Mayan writing is developed in Mesoamerica.

638 BC Pakal the Great of Palenque dies.

450 BC Tikal dominates the tropical lowland of central regions.

400 BC Earliest solar calendars are invented.

300 BC The social structure adapts to include Kings

100 BC The first pyramids are built.

- To compare Mayan homes to our homes.

Mayan homes If you were a Mayan noble or king you lived inside the city in large palaces made from stone. Mayan farmers lived in huts outside the city near their farms. The huts were usually made from mud, but were sometimes made from stone. They were single room homes with thatched roofs. In many areas the Maya built their huts on top of platforms made from dirt or stone in order to protect them from floods.

Our homes now– Wood used in the structure, Insulation is included to keep in the heat, Different rooms are partitioned, Water in the house, Bathroom included, Electricity

Mayan homes– Naah is the name for a house, Oblong or rectangular

in shape, Roof of palm leaves, Walls of daub and fibre mixture -
Decorated with lime, Bury father under the floor to add insulation.

- To describe the daily life of a Mayan child and compare it with my own.

When Mayan children turned five or six they were expected to contribute to the family and community.

Only the rich Mayan children went to school; the commoners didn't go to school.

Children in the UK attend school from the age of five. I know school is compulsory.

- To be able to list and describe different jobs that Mayan people did.

Hierarchy - a system in which members of an organization or society are ranked according to relative status or authority.

Priest - The Priests were the most important members of Mayan society. They were bought gifts and other Maya would work for them for free.

Ruler - The most important family; they ruled the city and lived a life of luxury. They might lose their place if the city was defeated in a war.

Nobleman/woman - They might have jobs as military leaders or business leaders. They had servants to work for them. They could read and write.

Warrior - Well-respected in society- rank was determined by who their father had been. If captured in war they might become a slave or even be sacrificed!

Craftsman - Created art or ran businesses but could not read or write.

	Farmer - Lived outside the city and were the biggest group in society. They had very hard lives of manual labour. Slave - The least important people in society; often captured in war, orphans or rule-breakers. They had no rights and might be used as human sacrifice.		
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