

## Manor Primary School

### Who were the Rotten Romans? History Year 4

<b>Overview of Unit of Learning</b> In this unit of learning pupils are introduced to the idea that people from other societies have been coming to settle in Britain for a long time. They consider the effects of the invasion and settlement of the Romans on Britain. There is emphasis on historical enquiry using artefacts and Roman sites and interpretations of history.	
<b>Chronological understanding</b> Children should be able to: <ul style="list-style-type: none"><li>• place events, people and changes into correct periods of time</li><li>• use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.</li></ul>	<b>Knowledge and understanding of events, people and changes in the past</b> Children should know: <ul style="list-style-type: none"><li>• about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</li><li>• about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world</li><li>• to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied</li><li>• to describe and make links between the main events, situations and changes within and across the different periods and societies studied.</li></ul>
<b>Historical interpretation and Enquiry</b> Children should be able to: <ul style="list-style-type: none"><li>• recognise that the past is represented and interpreted in different ways, and to give reasons for this</li><li>• know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</li><li>• to ask and answer questions, and to select and record information relevant to the focus of the enquiry</li></ul>	<b>Organisation and communication</b> Pupils should be able to: <ul style="list-style-type: none"><li>• recall, select and organise historical information</li><li>• use dates and historical vocabulary to describe the periods studied</li><li>• communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].</li></ul>
<b>Cross Curricular Learning</b> This area of learning should provide opportunities for: <ul style="list-style-type: none"><li>• Children to develop and apply their literacy, numeracy and ICT skills</li><li>• Enhancing children's scientific and technological understanding through making links to other areas of learning and to wider issues of interest and importance.</li></ul>	



# Manor Primary School

## Spring Term Year 4

### Castles and Knights

#### Overview of Unit of Learning

In this unit of learning pupils are introduced to castles and their history. Children will explore what castles were and why they were built. Children will investigate a timeline of castles built in England and their key features. They will develop their understanding of cause and consequence, continuity and change and use these concepts to make connections and analyse trends. Learning for this unit will be enriched through a visit to Warwick castle.

#### Core Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international

#### Pupils should be taught

##### Chronological understanding

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including more complex terms- ancient, modern, BC, AD, century and decade.

##### Knowledge and understanding of events, people and changes in the past

Children should know:

- about characteristic features of the period and society, including the ideas, beliefs, attitudes and experiences of men, women and children
- about the social, cultural, religious and ethnic diversity of the society studied,
- to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied and offer reasonable explanations for some events
- to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

##### Historical interpretation and Enquiry

Children should be able to:

- Use evidence to reconstruct life during the shang dynasty, identifying key features and events.
- recognise that the past is represented and interpreted in different ways, and to give reasons for this
- know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for



history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]

- to ask and answer questions, and to select and begin to evaluate the usefulness of different sources and their relevance to the focus of the enquiry

#### **Organisation and communication**

Pupils should be able to:

- recall, select and organise historical information
  - use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

#### **Expectations**

Children can:

- understand the nature of life in a castle and the achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'knight', 'civilisation', 'feudal' and 'government'
- understand historical concepts such as continuity and change, similarity, difference, cause and consequence
- make connections and draw contrasts between civilisations
- frame historically-valid questions to lead their own learning
- create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,
- discern how and why contrasting arguments and interpretations of the past have been constructed
- gain an understanding of the connections between local, regional, national and international history

## Manor Primary School



# Terrible Tudors Year 4

## Overview of Unit of Learning

In the first part of this unit the pupils will learn about the Tudors through the story of Henry VIII's marriages they will then investigate what life was like in Tudor times by comparing aspects of the everyday lives of rich and poor people in Tudor society. They will have opportunities to develop their knowledge and understanding of significant people and events during the Tudor period. The unit is skills-driven given the children opportunities to use and develop to develop their use of chronology, enquiry, use and evaluation of sources. They will have opportunities to organise and communicate their learning in a variety of ways including through the use of ICT and art. Cross-curricular links will be made where possible and every opportunity will be made to use and develop their basic literacy and numeracy skills. This topic will be enhanced by visits and visitors e.g. "Tempus Fugit" or an educational visit to Selly Manor, Birmingham. The children could complete an independent study as part of their homework to develop their historical knowledge and understanding of the past.

## Chronology

Children should be able to:

- Place events, people and changes into correct periods of time
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.
- Use timelines and create their own to identify and sequence key events in and across periods.
- Develop key numeracy skills by calculating durations of time.

## Knowledge and understanding of events, people and changes in the past

Children should know:

- About characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- About the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- To describe and make links between the main events, situations and changes within and across the different periods and societies studied.

## Historical interpretation and Enquiry

Children should be able to:

- Recognise that the past is represented and interpreted in different ways, and to give reasons for this
- Use evidence to build up a picture of the past.
- Select and combine information from a range of sources and understand the difference between primary and secondary sources.
- Know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources for example, documents, printed sources, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites

## Organisation and communication

Pupils should be able to:

- Recall, select and organise historical information in a variety of ways independently and in groups.
- Use dates and historical vocabulary to describe the periods studied
- Communicate their knowledge and understanding of history in a variety of ways for example, drawing, writing, by using ICT.
- Use their literacy skills to write for a variety of purposes e.g. persuasion, information, explanation, first-person accounts.



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| <ul style="list-style-type: none"><li>• Begin to evaluate sources and consider their reliability.</li><li>• to ask and answer questions, and to select and record information relevant to the focus of the enquiry</li><li>• Develop key literacy skills by reading, recording and writing information.</li></ul> |  |
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