



Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 4

Term : Autumn



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Empire - A political unit, typically having an extensive territory or comprising a number of territories or nations (especially one comprising one or more kingdoms) and ruled by a single supreme authority.

Invasion - The entry without consent of an individual or group into an area where they are not wanted.

Amphitheatres – An open, outdoor, theatre (which may be a theatre in the round, or have a stage with seating on only one side), especially one from the classical period of ancient Greece or Rome, or a modern venue of similar design.

Forum - A square or marketplace in a Roman town, used for public business and commerce.

Legacies - A piece of ones' history left behind for following generations to experience.

Know that Boudicca has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.

Know that most pictures come from Roman accounts – no surviving pictures.

Know that society was diverse and that the poor lived very differently.

Know that the Roman lifestyle was for the rich, e.g.: evidence Fishbourne (about palaces and villas) and from Silchester (about towns).

Know that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.

Understand the size and timescale of the Roman **empire** by drawing conclusions from maps and timelines.

Understand the main reasons for **invasion**, e.g.: raw materials and Claudius' personal motivation.

Understand why the Celts would have been apprehensive about taking on the Roman army.

Understand personal motivation of Boudicca and can link to actions taken by Romans.

Understand why the Roman army was so powerful including organisation, conditions and pay.

Understand the range of entertainments that Romans had in society - **amphitheatres**, baths and **forums**.

Understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions and objects.

Give reasons to explain why the Romans invaded.

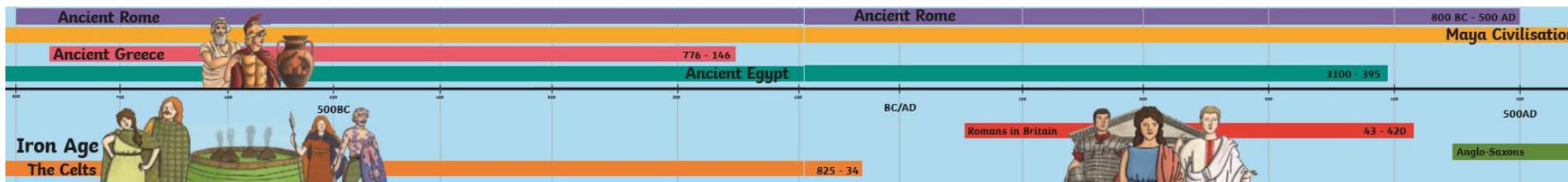
Select reasons for an explanation and begin to prioritise them in order of importance.

Critique a short film evaluating its strengths and weaknesses.

Analyse what would have been the most significant changes e.g. emergence of towns and villas in the countryside.

List and describe a range of **legacies** including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.

Useful Information



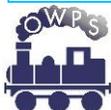
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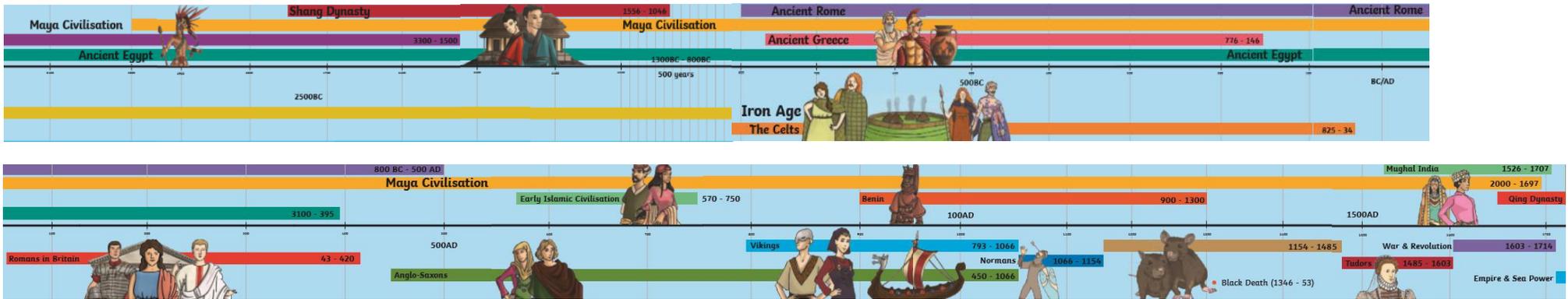
Term : Spring

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<p>Maize – The staple food of the Mayans, which was so important that they even had a maize god.</p> <p>Trade – Trade - Buying and selling of goods and services on a market.</p> <p>Plaza – A town's public square. An open area used for gathering in a city, often having small trees and sitting benches.</p> <p>Civilisation - An organised society with its own culture and way of life, existing</p>	<p>Know at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p>Know that Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court. As well as temples and plazas, ball courts have been found.</p> <p>Know that lives of common people are very poorly recorded.</p>	<p>Understand that we learn from: Present day Maya peoples as well as,</p> <ul style="list-style-type: none"> • Archaeological remains • Spanish Conquest sources • Artefacts and hieroglyphs • Oral tradition <p>Understand that we have been able to decipher their glyphs only since the 1960s and there is still much we don't know.</p> <p>Understand that much of the Mayan's history was destroyed by the Spanish when they conquered this area in</p>	<p>Raise valid historical questions and to make inferences beyond the literal.</p> <p>Speculate and make deductions from a range of visual clues.</p> <p>Use contextual knowledge of Mayan life to make plausible suggestions as to possible uses of mystery objects.</p> <p>Make deductions about the purpose of an object from its physical clues.</p> <p>Explain why human sacrifice was practised i.e. they appeared their</p>																		



									
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<p>in a particular area over a particular period of time.</p> <p>Hieroglyphs - They used about 800 symbols to create writing, often on folded pages forming a book (codex).</p> <p>Hierarchy - A social, religious, economic or political system or organisation in which people or groups of people are ranked with some superior to others based on their status, authority or some other trait.</p> <p>Codex (codices) - An early manuscript book, bound in the modern manner, by joining pages, as opposed to a rolled scroll.</p>	<p>Know that Mayan civilisation was in decline at time of Saxon control in Britain.</p> <p>Know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.</p> <p>Know that the Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years.</p> <p>Know that they built some of the largest cities in the world at that time.</p> <p>Know that the Mayans were one of the most sophisticated societies of their age with a strong belief system.</p> <p>Know that we have the Maya to thank for the wonder of chocolate!</p>	<p>16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices. Only 4 codices survived.</p> <p>Understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing.</p> <p>Understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom).</p> <p>Understand that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.</p> <p>Understand that artists' reconstructions are based on a mixture of physical evidence and imagination.</p>	<p>gods with the human blood collected from the human sacrifice.</p> <p>Make links with growth of Roman Empire studied earlier and with Ancient Egypt which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.</p> <p>Distinguish between palaces of the luxurious royal court and everyday life for common people, who lived in wood and thatch huts and were concerned mainly with farming.</p> <p>Detect patterns in images of everyday life.</p>						

Useful Information



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<p>Buccaneer - Any of a group of seamen who cruised on their own account on the Spanish Main.</p> <p>Privateer - A privately owned warship that had official permission to attack enemy ships and take possessions.</p> <p>Merchant - A person or company that sells goods or a service.</p>	<p>Know that images of pirates are based on fictional stereotypes.</p> <p>Know that pirates are sea robbers who prey on other ships and rob them of their goods and sometimes capture the ship itself for their own purposes.</p>	<p>Understand that piracy has a long history and began over 2000 years ago in Ancient Greece and Roman ships were also attacked.</p> <p>Understand that pirates were ordinary people who had been forced to turn to criminal activity to survive.</p>	<p>Compare images of pirates from the past to our modern stereotypes.</p> <p>Use our own understanding of pirates to analyse the different reasons why they were given a bad reputation.</p> <p>Place the Golden Age of Piracy on a simple timeline.</p>																		



									
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<p>Flog - To whip someone as punishment.</p> <p>Maroon - An escaped negro slave of the Caribbean and the Americas or a descendant of escaped slaves.</p> <p>Jolly Roger – The most famous pirate flag (a skull and crossbones).</p> <p>Comrades – Fellow pirates from their own ship.</p> <p>Letters of Marque – An official commission from a government authorizing someone to attack merchant shipping of another nation.</p> <p>Justice - The ideal of fairness, especially with regard to the punishment of wrongdoing.</p>	<p>Know that pirates travelled across the seas and oceans.</p> <p>Know that pirates travelled along the key trades routes.</p> <p>Know the names of different types of pirates: privateers, buccaneers and corsairs.</p> <p>Know the names of some famous pirates.</p> <p>Know why these pirates became famous.</p> <p>Know that pirates had to follow rules aboard the ship.</p> <p>Know the punishment for piracy.</p> <p>Know how Captain Kidd and Blackbeard died.</p> <p>Know that a pirate's life was short.</p>	<p>Understand why Madagascar was a safe haven.</p> <p>Understand the significance of the 'Letters of Marque'.</p> <p>Understand the differences between the types of pirates.</p> <p>Understand that it was unlucky to have women aboard ships.</p> <p>Understand that pirates often took over captured merchant ships and altered them to suit their purpose to increase speed, cut more gun ports and also to hide the true identity of the ship.</p> <p>Understand that if a pirate was found stealing from their comrades or deserting during battle, you could be flogged, killed or marooned on a desert island with insufficient supplies.</p> <p>Understand the process of how a pirate's life was ended (death by public hanging).</p> <p>Understand that modern day pirates still rely on speed and surprise in their</p>	<p>Raise valid historical questions and to make inferences beyond the literal.</p> <p>Locate the Caribbean and Mediterranean Sea, the Atlantic and Indian Ocean and Madagascar.</p> <p>Compare the motivation of pirates travelling to the different islands.</p> <p>Explain why the government allowed pirates to attack enemy ships.</p> <p>Analyse a pirates' way of life and the choices they made.</p> <p>Make deductions and informed speculation to analyse images of pirates.</p> <p>Learn about some significant pirates from the past and how they lived.</p> <p>List examples of treasure or cargo taken by pirates from other ships: silks, jewels, spices, wine, brandy, linen, money or slaves.</p> <p>Explain what a pirate's life was like.</p> <p>Describe how a pirate's life was typically brought to justice.</p>						

									
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				attacks using fast dinghies and arming themselves with assault rifles to overpower ships.					

Useful Information

The Golden Age of Piracy was between 1650 and 1730.

<https://www.rmg.co.uk/discover/explore/golden-age-piracy>

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