



# Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 4

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.

**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.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

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.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

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.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Give reasons to explain why the Romans invaded.

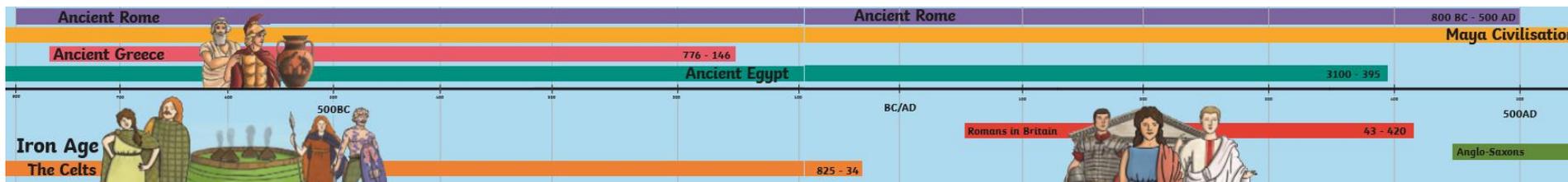
Select reasons for an explanation and begin to prioritise them in order of importance.

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



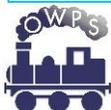
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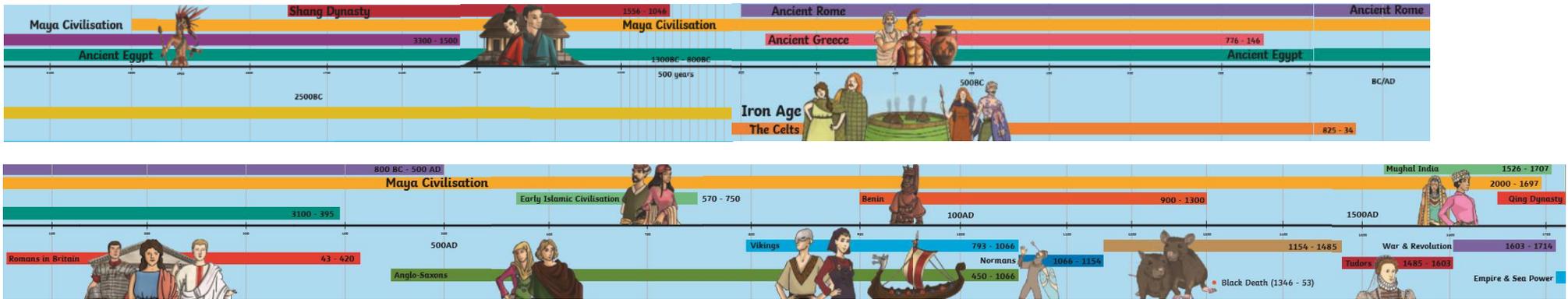
**Term : Spring**

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<p><b>Maize</b> – The staple food of the Mayans, which was so important that they even had a maize god.</p> <p><b>Trade</b> – Trade - Buying and selling of goods and services on a market.</p> <p><b>Plaza</b> – A town's public square. An open area used for gathering in a city, often having small trees and sitting benches.</p> <p><b>Civilisation</b> - 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 <b>maize</b> (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to <b>trade</b>.</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 <b>plazas</b>, 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"> <li>• Archaeological remains</li> <li>• Spanish Conquest sources</li> <li>• Artefacts and <b>hieroglyphs</b></li> <li>• Oral tradition</li> </ul> <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><b>Hieroglyphs</b> - They used about 800 symbols to create writing, often on folded pages forming a book (codex).</p> <p><b>Hierarchy</b> - 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><b>Codex (codices)</b> - An early manuscript book, bound in the modern manner, by joining pages, as opposed to a rolled scroll.</p>	<p>Know that Mayan <b>civilisation</b> 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 <b>codices</b> 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 <b>hierarchical</b> (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><b>Monk</b> - A <u>male</u> member of a <u>monastic order</u> who has <u>devoted</u> his life for religious service.</p> <p><b>Pagan</b> - A person not adhering to a main world religion; a follower of a pantheistic or nature-worshipping religion.</p>	<p>Know that the Staffordshire hoard is the largest collection of gold and silver yet found.</p> <p>Know that it was not until the 8th century that the word English was used to describe people of South Britain.</p> <p>Know that by the end of the 7th century Anglo-Saxons were ruling most</p>	<p>Understand that we are still finding out about the Saxons 1300 hundred years later.</p> <p>Understand that by the end of 4th century, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe</p>	<p>Ask high-quality historical questions.</p> <p>Locate key periods on a timeline, showing how they overlap.</p> <p>Give a few simple reasons and classify these into push and pull factors referring to pressure on homelands but also wealth of Britain.</p>



									
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<p><b>Lindisfarne</b> - A <u>tidal island</u> off the northeast coast of <u>England</u>, constituting the civil parish of <u>Holy Island</u> in <u>Northumberland</u>. It was once an important centre of Celtic <u>Christianity</u>.</p> <p><b>Monasteries (monastery)</b> - A <u>building</u> for <u>housing monks</u> or others who have taken <u>religious vows</u>.</p> <p><b>Minster</b> - A large or important church, typically one of cathedral status in the north of England that was built as part of a monastery.</p>	<p>of Britain. The kingdom of Mercia (present day Staffordshire) was most important.</p> <p>Know that early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig).</p> <p>Know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish <b>monks</b> and Iona.</p> <p>Know that towns today still have the suffix minster e.g., Kidderminster, Ilminster.</p> <p>Know that it took about 70 years for English kings to give up <b>pagan</b> ways and become Christian.</p> <p>Know that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 years later just one England. There were also separate Scotland, Wales and Ireland.</p> <p>Know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings were back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.</p>	<p>part of North Germany and Scandinavia.</p> <p>Understand where Angles, Saxons and Jutes came from.</p> <p>Understand that Britain was on the cusp of Christianity at the time.</p> <p>Understand the importance of Bede 'Father' of English history.</p> <p>Understand the significance of <b>Lindisfarne</b>, referring to Viking raids.</p> <p>Understand that lack of sources can distort our view of the past.</p> <p>Understand a range of arguments for and against, including <b>monasteries</b> being international centres of learning and art and architecture.</p>	<p>Compare motivation of Saxons compared to that of Romans.</p> <p>Analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses.</p> <p>Explain how the Christian message was delivered to the people: role of monasteries and churches.</p> <p>Recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes.</p> <p>Explain what is meant by the Danelaw.</p> <p>List and estimate Alfred's main achievements especially his military prowess.</p> <p>Analyse which of Alfred's achievements were the most significant.</p> <p>Use clues to research the different reasons why Alfred has been deemed to be 'great'.</p> <p>Describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes.</p>						

								
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	Know that he alone is known as Great thanks in part to the Anglo-Saxon chronicle and Bishop Asser who wrote a really flattering Life of Alfred to persuade people to follow him and fight against the Vikings.							

Useful Information

