



## Progression of Knowledge History – Year 4

National Curriculum coverage – Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

### **Ancient Greeks – Which aspects of the Greek Legacy were the most significant?**

A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066

- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- The legacy of Greek culture (art, architecture, literature) on later periods in British history, including the present day.

### **The Roman Empire - What was the Roman Empire's most significant impact? (on Britain)**

A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066

The Roman Empire and its impact on Britain

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion and conquest
- British resistance
- Romanisation of Britain
- The Roman withdrawal from Britain and the fall of the western Roman Empire

### **Question: Which aspects of the Greek Legacy were most significant?- Ancient Greeks**

#### **Substantive knowledge (what children will know and remember)**

- Children can locate Ancient Greeks on a timeline and Greece on a globe

- Children can remember and describe the developments of the Greeks – theatre, Olympics, alphabet, medicine, buildings, politics, language, myths, gods, democracy, heroes
- Children can remember and explain what the word legacy means
- Children can understand and remember the battles of Marathon and Thermopylae

#### **Disciplinary knowledge (Using HIAS AREs)**

**Y4 Historical Enquiry** – Can describe and questions the origins and purposes of sources using knowledge of periods and civilizations and can ask perceptive questions

**Y4 Historical Significance** – Can identify significance reveals something about History or contemporary life

**Y4 Chronology** – Begin to understand historical periods overlap each other and vary in length and use chronological vocabulary

**Y4 Cause and consequence** – Can describe in simple terms different types of causes seeing that events happen for different reasons not just human actions

**Y4 Continuity and change** – Can describe and give some examples of a range of changes in particular points in History

**Y4 Characteristic features** – Can give simple explanations that not everyone in the past lived in the same way

**Question: What was the Roman Empire's most significant impact? (on Britain)**

#### **Substantive knowledge (what children will know and remember)**

- Dates of the Roman Empire/ invasion of Britain
- Some idea of the size/ spread of the Roman Empire
- Understands major changes made in Britain by the Romans, including what Romanization was.
- Knows some things that changed/ remained the same during and after the Roman occupation

*Evidence for knowledge/ understanding developed (Substantive knowledge)*

- *Can give dates*
- *Knows the Empire included large parts of Europe, Greece, much of Britain and places mentioned in the Bible at its height*
- *Mentions roads, towns and facilities in towns that encouraged Britons to use them/ adopt roman ways*
- *Local religion remained until Constantine made Christianity the official religion*
- *Some roads/ towns/ villa estates etc survived long after the Romans left*

#### **Disciplinary knowledge (Using HIAS AREs)**

**Y3 ARE – Change and Continuity** – Can describe some changes in history over a period of time and identify some things which stayed the same

**Y3 ARE – Significance** – Understands that events, people and developments are considered significant if they resulted in change

*Evidence for knowledge/ understanding developed (Disciplinary knowledge)*

- *Can identify short term aspects of the Roman impact – taxes, presence of army and long-term aspects – roads, place names and preservation of ideas because they had writing (this is high order understanding)*
- *Contribution to discussion/ vote on the significance of different aspects of the Roman impact at step 6*