







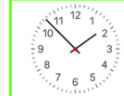








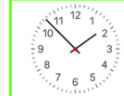








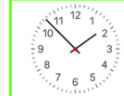











<p><b>Year Group:</b> 4</p>	<p><b>Title:</b> Settlements</p>												
<p><b>National Curriculum coverage:</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> </ul>	<p><b>Pre &amp; Post Learning:</b> Place in chronological order the stone age, bronze age, iron age and the romans</p>												
<p><b>Substantive Concepts:</b></p> <table border="1" data-bbox="745 300 1198 438"> <tr> <td data-bbox="745 300 862 343">Society</td> <td data-bbox="862 300 1003 343">Innovation and Invention</td> <td data-bbox="1003 300 1198 343">Power and Conflict</td> </tr> <tr> <td data-bbox="745 343 862 438"></td> <td data-bbox="862 343 1003 438"></td> <td data-bbox="1003 343 1198 438"></td> </tr> </table> <p><b>Our Big Ideas (Disciplinary Knowledge)</b></p> <table border="1" data-bbox="168 470 1198 635"> <tr> <td data-bbox="168 470 336 635"> Significance</td> <td data-bbox="336 470 504 635"> Evidence</td> <td data-bbox="504 470 672 635"> Similarity and Difference</td> <td data-bbox="672 470 840 635"> Cause and Consequence</td> <td data-bbox="840 470 1008 635"> Interpretations</td> <td data-bbox="1008 470 1198 635"> Continuity and Change</td> </tr> </table>	Society	Innovation and Invention	Power and Conflict				 Significance	 Evidence	 Similarity and Difference	 Cause and Consequence	 Interpretations	 Continuity and Change	<p><b>Context:</b> This topic follows on from the Y3 History topic on the Industrial Revolution in terms of the historical skills that they learnt. It builds more on their skills of learning about the timeline of events and describing significant events going through from pre-history to the invasions of The Romans.</p>
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<p><b>Visits and Visitors:</b> N/A</p>	<p><b>St. Mary's Experience:</b> N/A</p>												
<p><b>Careers/preparation for adulthood:</b> Archaeologist, Historian, Museum Curator, Teacher</p>	<p><b>Key People:</b>  <b>Romulus</b> – Legendary founder of Rome (753 BC).  <b>Julius Caesar</b> – Roman general who invaded Britain in 55 BC and 54 BC  <b>Emperor Claudius</b> – Successfully led the Roman invasion of Britain 43 AD.  <b>Boudicca</b> – Queen of the Iceni tribe who led a major rebellion against the Romans  <b>Hadrian</b> – Roman emperor who ordered the building of Hadrian's Wall in 122 AD.  <b>Jesus of Nazareth</b> – Religious figure born around 0 AD, during the Roman Empire.</p>												
<p><b>Catholic Social Teaching:</b></p> <table border="1" data-bbox="112 925 604 1157"> <tr> <td data-bbox="112 925 358 1157"> <p><b>The Common Good</b></p>  <p>Original: The Giraffe Think of everyone</p> </td> <td data-bbox="358 925 604 1157"> <p><b>Human Dignity</b></p>  <p>Lucy the Deer Everyone is special</p> </td> </tr> </table> <p><b>Human Dignity &amp; The Common Good</b> - The Roman invasion brought both infrastructure and challenges. Students can consider how actions of the powerful affect the lives of ordinary people.</p>	<p><b>The Common Good</b></p>  <p>Original: The Giraffe Think of everyone</p>	<p><b>Human Dignity</b></p>  <p>Lucy the Deer Everyone is special</p>	<p><b>British Values:</b></p> <ul style="list-style-type: none"> <li> Democracy - Romans developed systems of governance where citizens could have a say, introducing concepts of voting and representation.</li> <li> Rule of Law - Romans introduced structured society with laws</li> <li> Individual Liberty - how the Roman invasion impacted people's lives in Britain, comparing loss of freedom under conquest with modern individual liberties</li> </ul>										
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<p><b>End points (by the time pupils leave St. Mary's):</b></p> <ul style="list-style-type: none"> <li>Remember significant dates from their topic and order events chronologically on a timeline</li> <li>Know the names and key facts about significant people from history.</li> <li>Be able to find out accurate information from a range of sources and recognise propaganda/biased information</li> <li>Describe the similarities and differences between different eras in history</li> <li>Describe the cause and consequence of key events in history</li> <li>Describe how areas of the world have changed over time</li> <li>Describe how ideas (society, innovations and inventions) have changed over time and their impact.</li> </ul>													

<p><b>Crucial knowledge: Y4</b></p> <ul style="list-style-type: none"> <li>• Know key events during the Roman Empire –and place these events on a timeline with other periods of history they have studied.</li> <li>• Explain why the Romans invaded Britain and the impact they had.</li> </ul>	<p style="text-align: center;"><b>Vocabulary:</b></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="1245 199 1691 331"> <p><b>Tier 2</b> (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> </td> <td data-bbox="1691 199 2143 331"> <p><b>Tier 3</b> (Domain-Specific Vocabulary – These are specialized terms primarily used in history)</p> </td> </tr> <tr> <td data-bbox="1245 331 1691 493"> <p>Empire, Timeline, Impact, Invade, Consequence, Settlement, Culture, Compare, Conflict, Source</p> </td> <td data-bbox="1691 331 2143 493"> <p>Legion, Centurion, Aqueduct, Villa, Hadrian’s Wall, Conquest, Emperor, Amphitheatre, Romanisation, Britons</p> </td> </tr> </table>		<p><b>Tier 2</b> (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p>	<p><b>Tier 3</b> (Domain-Specific Vocabulary – These are specialized terms primarily used in history)</p>	<p>Empire, Timeline, Impact, Invade, Consequence, Settlement, Culture, Compare, Conflict, Source</p>	<p>Legion, Centurion, Aqueduct, Villa, Hadrian’s Wall, Conquest, Emperor, Amphitheatre, Romanisation, Britons</p>
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<p><b>Prior knowledge:</b></p> <p>Y4 (Autumn 1)</p> <ul style="list-style-type: none"> <li>• Know when the Stone Age roughly began and ended and plot it on a timeline.</li> <li>• Know when the Bronze Age began and ended and plot it on a timeline.</li> <li>• Know when the Iron Age began and ended and plot it on a timeline.</li> <li>• Compare and contrast the differences between living in the Stone Age, Bronze Age and Iron Age and the modern world – homes, diet, clothing, religion, occupations</li> <li>• Find out accurate information about a prehistoric period of history and understand how we know this</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>• Know that the industrial revolution in Britain was between 1750-1900 and was a big period of change for the country - recognise where these events fit on a timeline linked to previous knowledge.</li> <li>• Compare life before, during and after the Industrial revolution</li> <li>• Know key events, people and inventions that shaped the industrial revolution in Sheffield.</li> <li>• Understand why Sheffield was a perfect for the steel industry to flourish.</li> <li>• Know the different ways that the steel industry changed Sheffield. E.g. The population grew, more factories were built and transport was improved to move goods and materials.</li> <li>• Know about the ‘women of steel’.</li> </ul>	<p><b>Future knowledge: Y5</b></p> <p>Y5 (Autumn 1)</p> <ul style="list-style-type: none"> <li>• Know what happened to Britain after the Romans left.</li> <li>• Explain the similarities and differences Britain under Anglo Saxon rule compared to Roman rule (culture, religion, infrastructure).</li> <li>• Know when and how the Vikings invaded and settled Britain</li> <li>• Know that the Anglo Saxon and the Viking period ran parallel, power moved from one side to the other and about King Alfred the great.</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history (Lindisfarne chronicles, propaganda posters in WW1 And WW2).</li> <li>• Know the cause and consequence of how the Anglo-Saxon and Viking era ended with the battle of Hastings in 1066</li> </ul> <p>Y5 (Autumn 2)</p> <ul style="list-style-type: none"> <li>• Know the dates of WW1, who was fighting and where.</li> <li>• Know that WW2, who was fighting and where.</li> <li>• Know the events that led to WW1 and WW2</li> </ul>					