

# Year 4 Medium Term Plan

## Key Learning in History

### Autumn: What happened when the Romans came?

1. To look at the reasons why the Romans wanted to invade and settle in Britain
2. To examine opposition to Roman rule in Britain
3. To assess the quality of life for different people in Roman Britain
4. To judge and support opinions about Roman Britain
5. To interpret sources of information which have survived giving us information about Roman Britain
6. To organise their learning to support a judgement about the achievements of the Romans in Britain

#### Cross curricular links:

English: researching information, communicating findings and expressing opinions (Lessons 1–6); presentation using different genres, oral presentation, drafting, editing and redrafting (Lessons 1–6); explaining and justifying ideas (Lessons 1–6)  
 Maths: understanding dates, duration, time terms, timelines, calculations (Lessons 1–6); using Roman numerals (Lesson 5)  
 Science: relationships with the environment (Lessons 1, 2, 5); changes over time (Lessons 4–6); classification (Lessons 2–3); medicine and hygiene (Lessons 2–4)  
 Art and design: creativity, drawing, painting, 3-D work, mosaics (Lessons 4–6) Computing: researching online including selecting and using software, using search facilities and safe use of technology (Lessons 1–6)  
 Design and technology: designing and making artefacts, buildings and artefacts (Lessons 4–6); understanding how significant technological developments shaped social, economic, political and cultural structures (Lessons 2, 3, 5, 6); understanding diet and cooking (Lesson 4)  
 Geography: knowledge of places and location locally and more globally (Lessons 1, 2, 4, 6); understanding why settlements were created in Britain (Lessons 2–5); physical characteristics, using maps, land use, trade, natural resources (Lessons 1–3)  
 PSICHE/citizenship: understanding the social structures and factors impacting on them (Lessons 2–6); equality of opportunity (Lessons 2–5)

#### Historical skills

- pose questions and then investigate answers
- select, organise and communicate findings using a range of appropriate genres
- compare and contrast different themes, periods and perspectives
- develop a chronological understanding of the 'Romanisation' of Britain
- use and understand terminology and concepts
- use sources, represent

#### Potential education visits

## Key Learning in History

### Spring: What was important to our local Victorians?

1. To discover when the Victorians lived, and to explore some of the major achievements of Victorian times
2. To discover Victorian buildings in the local area, and to plot these on a map
3. To find out what life was like for poor people in Victorian times, and how Victorians dealt with poverty
4. To explore local newspapers and trade directories, and use them to deepen knowledge of the local area in Victorian times
5. To explore continuity and change during Queen Victoria's reign, and to use evidence to reach a conclusion
6. To decide whether an 'at risk' building is worth saving, and then plan a campaign to save a building that is 'at risk'

#### Cross curricular links:

English: writing in a particular style or genre (Lessons 4–6); writing for a particular audience (Lessons 3–6)

Design & technology: exploring inventions that change lives (Lessons 2, 3, 5)  
 Drama: performing a roleplay and putting themselves in someone else's shoes (Lesson 6)

Geography: practising their map work skills (Lessons 1–6); exploring the local area (Lessons 4–6).

#### Historical skills

- learn about their local area in Victorian times
- compare fiction with primary evidence
- think about continuity and change to an area over time
- explore diversity in a certain area.

#### Potential education visits

## Key Learning in History

### Summer: Is it better to be a child now than in the past?

1. To collate work previously done on aspects of childhood
2. To understand how children were expected to work from an early age in many past societies
3. To understand what leisure activities may have been available for children in the past
4. To consider the nature and reasons for education at different times in the past
5. Investigate the contribution of three people to improving children's lives
6. To collate and present knowledge gained from this unit and determine how and when conditions improved for children

#### Cross curricular links:

English: reading for information and research annotating and taking notes communicating findings and expressing opinions (Lessons 1–6); writing of various types (Lessons 1–6); oral presentation, drafting, editing and redrafting, explaining and justifying ideas (Lessons 1–6)  
 Maths: understanding dates, duration, time terms, timelines (Lessons 1–6)  
 Art and design: expressing creativity – drawing, painting and other images (Lessons 2–6)  
 Computing: researching online including selecting and using software, using search facilities, animation and safe use of technology (Lessons 1–6)  
 Design and technology: childhood toys and how they work (Lesson 3); understanding how significant technological developments shaped social, economic, political and cultural structures (Lessons 2–6)  
 Geography: knowledge of places and location locally and more globally (Lessons 1–6); trade (Lesson 6)  
 PSICHE/citizenship: understanding the social structures and factors impacting on them (Lessons 1–6); exploitation; attitudes and understanding, equality of opportunity (Lessons 1–6)  
 Religious education: understanding the impact of religion on education and childhood (Lessons 1–4).

#### Historical skills:

research information relating to children and childhood

- make links and connections, comparisons and contrasts, analyse trends and patterns
- devise conclusions and judgements, and substantiate them with telling evidence
- select and organise using appropriate concepts (including change, continuity, cause and effect, similarity and difference, and significance) and vocabulary
- develop a chronological understanding of childhood through the ages
- devise historically valid questions about what childhood was like at different times
- interpret and use a range of sources to support knowledge and understanding about childhood
- communicate knowledge and understanding in different but appropriate genres

#### Potential education visits

### Key vocabulary

**Cavalry:** Roman soldiers on horseback

**Celts:** Iron Age people

**Boudicca:** Queen of the Iceni tribe

**Centurion:** the army leader of a group of soldiers

**Forum:** the central area of the Roman town

Gladiator: a person trained to fight purely as a means for Roman entertainment

**Infantry:** Roman foot soldiers

**Insula:** a stone building containing flats lived in by the poor

**Legacy:** something left behind that helps us remember someone or something

**Legion:** a large group of Roman soldiers, like an army

**Roman villa:** a large stone house owned by the more wealthy

**Stadium:** a place of entertainment in a Roman town, often including a circus.

### Key vocabulary

**Emigration:** the act of going to live in another country

**Maltings:** building used in the brewing process, to prepare barley

**Model town:** a carefully planned town, with good living conditions

**Poor Law:** laws passed by Parliament, which set up rules and regulations for helping poor people

**Significance:** why something is special, important or worth remembering

Trade directories: published

**Workhouse:** a special building where poor people who want help from the government could go to get accommodation and employment.

### Key vocabulary

**Age of majority:** the age at which children were usually regarded as full adults

**Adolescence:** the period following the onset of puberty during which a young person develops from child into an adult

**Childhood:** the age span ranging from birth to adolescence  
Different types of schools: charity, grammar, dame, public, board, church

**Extended family:** usually several relatives of different generations living in the same household

**Infant mortality rate:** the statistics of children dying in their first year of life

**Legislation:** law(s)

**Period labels:** these include Egyptian, Greek, Roman, Middle Ages, early modern, the Industrial Revolution, Victorian

**Philanthropist:** someone who helps others, often with money, and often secretly with no return.

## ASSESSMENT

### All children can:

Recall some information relevant to Roman Britain

Distinguish Roman objects and images from other periods

Identify a number of Roman achievements.

### Most children can:

Recall a number of details about the Roman period in Britain.

Describe some of the distinctive features of Roman Britain. •

Describe several Roman achievements, including military, political and technological achievements.

### Some children can:

Recall a range of details about the whole Roman period in Britain

Explain what made the Roman period distinctive

Explain why Roman achievements were significant.

## ASSESSMENT

### All children can:

Know when the Victorians lived

Identify a Victorian building

Talk about the evidence we have for Victorian times.

### Most children can:

Understand that things changed during Victoria's long reign

Talk about why something is significant

Differentiate between fiction and fact as a form of useful evidence.

### Some children can:

Realise that some things stayed the same during Victoria's long reign

Devise their own criteria for why something is significant

Understand that not all Victorians felt the same way about things.

## ASSESSMENT

### All children can:

Identify some features of being a child in several different historical periods  
Recognise some changes happening to children in several different historical periods

Use some sources to work out information about childhood in particular periods.

### Most children can:

Describe some features of being a child in several different historical periods  
Identify a range of changes happening to children in several different historical periods

Use a range of different sources to reconstruct aspects of children's lives in different historical periods.

### Some children can:

Explain why childhood was different during different historical periods

Make comparisons and contrasts across a range of historical periods

Use a wide range of sources to explain features of children's lives in different periods including making inferences and deductions.