

Year 4 - History Progression Map

	The Roman Empire	History of London - key people and buildings that changed and shaped London
Chronological understanding Vocab: century, decade, BC, AD, after, before, during.	Understand that timelines can be split in BC and AD. Understand what centuries are. (also taught in Year 3). Name and place dates of significant events from past on a timeline.	Understand what centuries are. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Name and place dates of significant events from past on a continuous timeline. Note connections, contrasts and trends over time. <i>(Also knowledge)</i>
Knowledge and understanding of past events, people and changes in the past	Describe features of the Roman society and period. (E.g. Roman culture and activities, clothes, buildings and architecture, the Roman empire <u>with a focus on Britain</u>). Identify ideas and beliefs held by people during this period. (E.g. religion, differences between rich and poor). Describe how the Roman Empire impacted Britain. <i>This could include:</i> -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica Explain how the Roman Empire affected and influenced Britain, including how it has influenced life in Britain today.	<i>Examples:</i> Link to the Romans - 'Londinium' Royals: William the Conqueror - Buckingham Palace , Albert and Victoria - Crystal Palace Fire of London (Learnt about in year 2) Christopher Ren - St Pauls cathedral. Tower of London Olympic park (recent history) Focus on key time periods - e.g. Romans, Tudors, Victorians, now Describe key features of London during the focused time periods (e.g. Romans, Tudors, Victorians) Identify some ideas, beliefs, attitudes and experiences of the key person/people that shaped London and/or people at that time. Give reasons (using evidence) explaining how and why London may have changed overtime. (e.g. houses, buildings, culture, way of life) Describe how some of the past people/events/buildings have affected life today.
Historical interpretation	Give reasons why there may be different accounts of history.	
Historical enquiry	• Understand the difference between primary and secondary sources of evidence. • Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts and historic buildings to collect information about the past. • Ask questions such as 'what was it like for a during?' • When provided with a group of sources, begin to suggest what sources would be most appropriate to help answer questions.	

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Organisation and communication

- Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills
- Use dates and terms correctly.
- Discuss most appropriate way to present information, realising that it is for an audience.
- Use subject specific words, such as: civilisation, settlement, invader.