

Year 4 - Cycle 1

Stoneage to the Iron Age	Sierra Leone	Ancient Rome
<p><u>National Curriculum</u> <i>Changes in Britain from the Stone Age to the Iron Age</i> Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>I understand the difference between BC, AD, BCE and CE (C) I can place dates and events on a timeline for a historical period (C)</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>I know the difference between primary and secondary sources.(HE)</p>	<p><u>National Curriculum</u> <i>A local history study - William Wilberforce and the slave trade</i> Examples (non-statutory) - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>I understand the difference between BC, AD, BCE and CE (C) I can place dates and events on a timeline for a historical period (Focused on WW) (C)</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>I can identify and give reasons for historical events and explain the impact (C&C)</p> <p>I can explain the links between significant events (CO&C)</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p>I can identify historically significant people and events and their impact (S)</p> <p>I can use research skills to find answers to specific historical questions about our locality. (HE)</p> <p>I know the difference between primary and secondary sources.(HE)</p>	<p><u>National Curriculum</u> <i>The Roman Empire and its impact on Britain</i> Examples (non-statutory) This could include: - 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 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>I understand the difference between BC, AD, BCE and CE(C) I can place dates and events on a timeline for a historical period (C)</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>I can identify and give reasons for historical events and explain the impact (C&C)</p> <p>I can explain the links between significant events</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p>I can identify historically significant people and events and their impact (S)</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>I know the difference between primary and secondary sources.(HE)</p>

