

Learning culture and global theme: being just	History Essential Knowledge Overview Year A	
	Curricular Goal: Know significant events of British and world history	
Safe <ul style="list-style-type: none"> positive attitudes to learning visits British Values Achieving <ul style="list-style-type: none"> alteration in LTM building knowledge including knowledge checks and mini knowledge checks personalised learning Nurtured <ul style="list-style-type: none"> dialogic approach learning from mistakes development of cultural capital: enhancements Included <ul style="list-style-type: none"> pupils supported to meet endpoints British Values 	Roman Britain	
	Component 1: Know the chronology of a unit of essential knowledge	
	Component 2: Know the characteristics of a unit of essential knowledge	
	Component 3: Know the similarities and differences/ continuity and change of a unit of essential knowledge	
Component 5: Know the significance of a unit of essential knowledge		
Component 6: Know what sources of evidence are relevant to make historical claims about a unit of essential knowledge		
Component 8: Know reasons why contrasting arguments and interpretations of the past have been constructed		
Year 3		Year 4
Connected knowledge (Y3): <ul style="list-style-type: none"> pictures, photos, artefacts, written sources, museums tell us about the past an important person/event from the past location of Europe (geography) Roman numerals to 12 Deliberate practice: <ul style="list-style-type: none"> placing dates related to units of knowledge on a timeline locating Europe on a map/globe 		Connected knowledge (Y4): <ul style="list-style-type: none"> pictures, photos, artefacts, written sources, museums, historical sites and archaeological digs tell us about the past location of Europe (geography) the roles of Stone Age men and women the nine regions of the UK (geography) Roman numerals to 100 Deliberate practice: <ul style="list-style-type: none"> placing dates related to units of knowledge on a timeline

<p>Respected</p> <ul style="list-style-type: none"> development of interpersonal skills: the whole child 		<ul style="list-style-type: none"> locating Europe on a map/globe
	<p>New knowledge:</p> <ul style="list-style-type: none"> the meaning of the vocabulary: invasion, empire and trade the Romans were invaders the dates related to units of knowledge <ul style="list-style-type: none"> place on a timeline (see progression of timelines) where appropriate the chronology of events/dates within a unit of essential knowledge the impact of Romans on Celtic/Iron Age life (settlements, roads) (KQ6) different views of Boudicca (KQ2) roles of men and women (KQ4) the legacies of the Romans (Roman numerals, place names) (KQ6) <p><i>Deliberate practice:</i></p> <ul style="list-style-type: none"> working historically (using skills of enquiry): <ul style="list-style-type: none"> ask questions analyse sources of evidence analyse connections and contrasts 	<p>Future visits (Y4):</p> <p>Comparing the Romans to Anglo-Saxons (Y4 Summer A)</p> <p>Comparing the Romans to the Ancient Greeks (Y5/6 Summer A)</p> <p>Concept of invasion (Y3 Summer A)</p> <p>Concept of trade (Y5/6 Autumn A Mayans and Autumn B local history)</p> <p>Concept of empire (Y5/6 Summer A Ancient Greeks)</p>

Vocabulary:	Prior vocabulary: Y3 A long time ago/now/past/present Important people Important events Differences Pictures Photos Artefacts Written sources Museums Parliament Y4 Including above Civilisation	Current vocabulary: Invasion Empire Trade
--------------------	--	---