

Objectives	Historical Skills. National Curriculum.	Vocabulary and Curriculum Links
Autumn How did the Roman Empire make an impact on Britain? How did the Romans influence the way we live today? • Foundation Myth: Romulus and Remus • Roman Government. Julius Ceasar the new calendar, the Roman Empire and Roman Emperors. • Roman army • Roman roads • Things that the Romans invented or introduced to Britain that we still use today. • Roman religion, myths and legends and how related to Greek religion. Spring Ancient Greece: a study of Greek life and achievements and their influence on the western world. • I can order specific events and dates on a timeline. • I can describe the main changes during 776BC and 146BC • I can use evidence to describe what was important to people in the past. • I can use evidence compare the lives of the rich and poor during ancient Greek times.	Year 4 Areas of study: Knowledge and understanding of events, people and changes in the past. • Use evidence to describe what was important to people from the past. • Use evidence to show how the lives of rich and poor people from the past differed. • Describe similarities and differences between people, events and artefacts studied. • Describe how some of the things I have studied from the past affect/influence life today. Historical enquiry. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Ask questions and find answers about the past. Chronological understanding. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates on a timeline. • Describe the main changes in a period in history.	Ancient, civilisation, colony, conquest, democracy, empire, enemy, evidence, freedom, invasion, justice, law, monarchy, nation, politics, power, republic, resistance, revolt, rights, romanisation, ruler, settlement, slave, slavery, trade, trade route, war, monarch, monarchy, emperor, empress, Centuries, chronology, chronological, decades, duration, Ancient Greece, archaeologist, aristocracy, God/Goddess, nobility, Civilisation, democracy, evidence, nation, primary source, rights,

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- I can use evidence to compare similarities and differences between artefacts studied. - I can describe how some of the things that I have studied about the past have influenced life today. Summer The lives of the rich and poor in Liverpool. (Using evidence to explore differences.) The 'Her Benny' Story. - I can order specific events and dates on a timeline. - I can use evidence to describe what was important to people in the past. - I can use evidence to describe how the lives of rich and poor people in past Liverpool differed. - I can describe similarities between people, events and artefacts studied. - I can look at different versions of the same event in history and identify differences. - I can use a variety of sources (documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites) to collect evidence about the past and ask questions and find answers.	Historical interpretation. - Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others. Organisation and communication. - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Liverpool, slums, running errands, moral conscience, rich, businessman, educate, education, reputation, abandon, starvation, occupants, rescued, nursed, innocent, partnership, shilling, money, Victorian children,
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