



South Gosforth First School
History – Year 4 Long Term Plan



Purpose of Study

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Children are encouraged to make links to their prior learning in History and other subjects and identify themes and trends that run through each History unit of work. For example, children are encouraged to think about the concept of exploration or cultural change within the context of different time periods and different parts of the world. Children are given the opportunity to learn about local History that is relevant to them and the History of different cultures around the world. They will develop their own lines of enquiry by asking and answering questions based on sources and artefacts, and they are encouraged to think about the key historical concepts through creative activities such as drama, hot seating, discussion and debate, the use of video and 'Mantle of the Expert'. At South Gosforth First School, we ensure that History has the same importance given to it as the core subjects, as we feel that this is important in enabling all children to gain a deeper understanding of the complexities of the subject.

Aims

In line with the National Curriculum for History it is our aim to ensure that all pupils:

- Know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Autumn	Roman Britain	
Character	Key Concepts Chronology, Change & Continuity	
Culture	Cause and Consequence Historical Significance Using Evidence	
Creativity	Prior Learning The children have studied the history of Britain up to the Iron Age. They will know that the people who lived in Britain at this time were called Britons. Historians describe their way of life and the language they spoke as 'Celtic'. The children will be aware that the Britons belonged to many different tribes. They will understand how their settlements were set up and what facilities they had.	
Challenge	Key Learning Intentions To place a range of historical periods of British, local and world history on a timeline. To show an understanding of the concept of change over time and add evidence and dates to timeline to represent this. To know about the Roman empire and its impact on Britain. To explain what we can learn from some primary and secondary sources of information and evaluate their usefulness.	
	Overview of Historical Knowledge (Substantive Knowledge) This unit focuses on the impact that Romans had on Britain. The children will examine where, when and how the Romans invaded Britain. The children will learn that the Romans stayed in Britain for nearly 400 years and made great changes to Britain; urban life, roads, permanent military garrisons, centralised government, taxation, their language of Latin and later Christianity. They will learn about the rich Roman history of the North-East and the importance of Hadrian's Wall. They will know when and why the Romans withdrew from Britain.	Key Vocabulary Roman Empire citizens Emperor Invade Conquer BC AD century trade slaves Celts Gauls Celtic warrior Briton tribe Caratacus Iceni Boudicca Caesar Claudius Hadrian armour
	Overview of Historical Skills (Disciplinary Knowledge) They will be able to consider different versions of the same event, looking at why contrasting arguments and interpretations of the past have been constructed when looking at sources of information on Boudicca. They can place events and artefacts along a timeline to show chronological understanding . They will understand similarity and difference, continuity and change as they study the impact of Romans on Celtic life. They will understand the significance of the legacy of Roman Britain, when looking at defence of its borders and the infrastructure of roads and buildings.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	The children will understand the reasons why the Romans invaded Britain. They should know that the Romans attempted to invade Britain twice under Julius Caesar in 55BC and 54BC and then a third time successfully under Emperor Claudius in AD43. Children will begin to understand how Britain changed under the Roman Empire.	Vocabulary activities to explore meaning of 'invasion'. Map work to show origin and spread of Roman empire. True/false reasons why Caesar and Claudius invaded. Show image of Iron Age hill fort and Roman Britain town – what is the same, what is different? Begin timeline of Roman unit of work – show invasion



	The children will know that after invasion some British rulers declared their support for the Romans straight away but many tribes tried to resist the Romans. They will learn about Boudicca and study sources of information, understanding that Boudicca has been interpreted in different ways.	Use map of UK to show where the Iceni tribe settlement was. True/false reasons why Boudicca decided to rebel. Create timeline showing events of rebellion. Compare description of Boudicca from Romans to a more modern account – what is the same, what is different? Give reasons why the Romans might have written their account like that?
	Children will understand why the Roman army was so successful and powerful. They will understand that the Roman army was made up of soldiers from all over the empire and that the North-East would have soldiers from the continent of Africa (exploring Black history in the UK). They will understand how the Romans kept control and explore the forts of Segedunum and Vindolanda along Hadrian's wall.	Give reasons why the army was so powerful and children to explain how those reasons contributed to the success of the Empire. Plot Hadrian's Wall on map of the UK and mark along major forts. Sort reasons as to why wall was built where it was. Counter the myth of the Romans not being in Scotland with marking the Antonine wall on the map of the UK. https://www.bbc.co.uk/bitesize/topics/zcyc7ty/articles/zpmnxbk
	The children will explore what life would have been like in Roman times and what Roman towns could have contained. They will know how to use sources to find out information. The children will know that Britons did not speak Latin and lots of tribes kept their land. Aspects of life changed for the rich who adopted some practices and culture.	Use transcripts of Vindolanda letters – zones of relevance 'what I know' 'what I can work out' 'what I don't understand'. https://www.bbc.co.uk/teach/class-clips-video/ks2-history-the-romans-letters-from-vindolanda/zvmrdnb Use images of Roman towns to explore what buildings and amenities would have been in a typical town. Revisit the Iron Age fort task of same and different from the first lesson and add to it.
	The children will know that the Roman Empire split in 2, that the Empire had become too large to manage. They will know that the Empire was under attack from tribes in Europe such as Huns and Visigoths and that the soldiers in Britain left to defend the Empire in Europe.	Build on timeline by adding Romans leaving Britain and then the end of the Roman empire. Revisit map of Roman empire and mark on the split of Eastern and Western Empire. Plot the origin of European tribes such as the Huns, Visigoths and the Vandals. Explore how the Roman invasion changed Britain eg. Roads, drains, towns. Look at place names and their Roman equivalents.
	Assessment Children are to create a presentation poster based upon the question of: 'How did the Romans transform Britain?'	
	Enhancements Religion in the Roman Empire – early religion compared to gods of Vikings and Anglo-Saxons and then the move to Christianity. Roman numerals in maths Latin – Explore words and suffixes that appear in English now because of Latin (etymology).	



Spring	Ancient Greece	
Character Culture Creativity Challenge	Key Concepts Chronology, change & continuity Historical significance Using evidence	
	Prior Learning The children have already studied 2 ancient civilisations in the Egyptians and the Romans. They understand that we use a range of sources to find out about the past from thousands of years ago. They have looked at a range of types of power including pharaohs, monarchs and emperors. They understand that an ancient civilisation can have an impact on our modern world (Roman Empire). They know that compared to current day the role and status of women has been different in the past (Florence Nightingale, Rosa Parks, Grace Darling). The children have visited the theatre many times during their time at South Gosforth and are familiar with the terminology associated with that.	
	Key Learning Intentions To know about Ancient Greece and their influence on the western world. To create historically valid questions about concepts such as change, cause, similarity and difference and significance. To explain how events from the past have helped shape our lives. To explain what we can learn from some primary and secondary sources of information and evaluate their usefulness.	
	Overview of Historical Knowledge (Substantive Knowledge) This unit focuses on the impact the Ancient Greeks had on the world and the legacy that they left behind in the modern world. The children will understand where Ancient Greece was located and compare on a timeline the Ancient Greeks to other periods of history they have already studied. The children will learn about the concept of democracy and how this worked in Athens, also taking into consideration it's limitations (no women, poor people). Children will look at how the lives of women in Ancient Greece compares with women of today. They will also look at the impact of medicine and the Olympic games on the modern world.	Key Vocabulary Democracy, Olympics, classical, civilisation, architecture, city states
	Overview of Historical Skills (Disciplinary Knowledge) This unit of work will build on the children's understanding of impact of an ancient civilisation on our modern world. The children will develop their chronological understanding of periods of history they have studied, overlapping. They will use a range of sources to deepen their understanding of what life was like in Ancient Greece. They will consider the limitation of using artefacts in isolation from other historical sources. They will describe similarities and differences from the past and describe these. Across the unit they will select and combine information from different sources and present their findings in different ways .	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Context - When and where was Ancient Greece? Children will understand where Greece is and locate it on a map of Europe. They will know that the period of	Explore sources containing images of modern Greece e.g. maps, postcards, brochures or ask the children to carry out an internet search for images of modern Greece. What do



	the Ancient Greeks covers thousands of years and that eventually Greece fell under the rule of Roman Empire. They will be able to place this period on a timeline that shows other periods of history studied. They will see that Ancient Greece was divided into city-states with their own distinct cultures and laws (e.g. Athens and Sparta).	these images tell us about some of the key features of Greece and its location – mainland Greece and its numerous islands, the physical features, climate etc. Locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied - highlight the stretch of time that the Greek civilisation stretched. Locate Ancient Greece on a map and consider why its position was significant e.g. proximity to Europe, the Middle East, North Africa. Locate the city states of Athens and Sparta. Tell the children that these two city states had their own laws, money, rulers, and were rivals. https://www.bbc.co.uk/teach/class-clips-video/ks2-history-ancient-greece-1-everyday-life-in-the-city-states/zv86p4j
	What was life like for Athenians in Ancient Greece? Children will use archaeological evidence to explore what life was like in ancient Athens. They will know that the representations show aspects of life including soldiers, ships, gods, goddesses and everyday life. Children will understand what life was like specifically for women and compare this to other periods of history and modern day.	Use the British museum powerpoint or Key Stage history powerpoint to model inferring information from an object. Children to record their findings from other photographs in writing and through making accurate drawings. Children to then use these findings to ask further questions eg. How powerful were the Greek fighters? What religion did the Greeks follow? Repeat the process of using photographs of artefacts, to infer information about the role of women in Athens (Key Stage history or British museum powerpoint). Explore the validity of these sources and created/wrote them ie. not women
	Theatre - What was life like for Athenians in Ancient Greece? Children will know that the modern theatre as we know it, originated in Ancient Greece. They will know that theatre going in Athens was part of a religious festival to the god Dionysus. They will know many of the words today associated with theatre such as scenery, orchestra, and theatre all come from this period of time. They will know that the Athenians valued stories and plays and considered art to be important.	Look at a photo of the ruins of a Greek open air theatre (see example on History Association theatre document) - Explore photo using the prompts, 'What do I see, what do I infer, what do I wonder?' (Key Stage history resources has a powerpoint) Look at the language for the names of the parts of the Greek theatre - which words do we use (may be in different contexts). Label parts of the theatre Images of modern theatre next to ancient Greek theatre - what is the same, what is different? Look at the stories of Dionysus - what do the sources tell us? Use photographs of pottery. Investigate different examples of evidence for Greek theatre eg. The plays, architecture, masks, pottery, figurines - what can we find out from this?



	Democracy – Was Greek democracy a perfect form of government? Children will learn about the different bodies that formed Athenian democracy and how voting took place. They will identify the pros of Athenian democracy and also its shortcomings. Children will compare Athenian democracy with the modern democracy we have in Britain.	Begin by showing a picture of Athenian democracy and ask the children for their ideas about what could be happening. Ask the children what they understand by the word democracy – ensure they know what it means and how it differs from other forms of government – e.g. Monarchy, Autocracy, Imperialism. Explain the different bodies that made up Athenian democracy and what their roles were – Boule, Ekklesia, Dikasteria. Explore the people who were allowed to vote and those that were excluded. Class debate on whether this was a perfect form of government or not. Show children photos of modern UK parliament and ask them to note down similarities/differences to modern day democracy. Which was better? Why?
	Olympics – How have the Olympic games changed from when they were first held in Greece? The children will know that the Olympics combined sport, religion and festivals. They will use sources to explore the Olympics in Ancient Greece. They will be able to explain what the Olympics tell us about Ancient Greece. They will be able to explain the similarities and differences between the modern and ancient Olympics.	Collect the children’s memories and knowledge of the last Olympic games - where was it held, what sports were played, how many countries were involved etc? Watch the ancient Olympics video https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36i7ty#z7swjsg Children use a Venn diagram to list similarities and differences between ancient Olympics and modern Olympics. What benefits do the Olympics bring to the modern world?
	Assessment Children are to order the achievements of Ancient Greece from most important to least important, explaining the reasons for their choices.	
	Enhancements Ancient Greece box of delight – What do these artefacts tell us about life in Ancient Greece? The British Museum Virtual Visit: Virtual Visit: Touring Greek temples British Museum Greek Picnic – Children sample Greek food Greek language - Look at some of the prefixes studied in spellings lessons eg. Anti-	

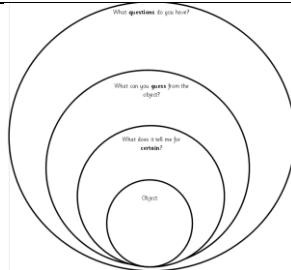


Summer	The Victorians: A Local Study	
Character Culture Creativity Challenge	Key Concepts Chronology, Change & Continuity Cause and Consequence Using Evidence	
	Prior Learning The children will have knowledge specific events of the Victorian period from studying the Great Fire of Newcastle and Gateshead in Year 2 and they are familiar with the achievements of George Stephenson and how the invention of the steam engine and subsequent steam train, changed the way we travel. They have knowledge of Newcastle as a modern city and the wider North east region. They have used maps to compare the riversides of Newcastle, Sunderland and Teeside now and in the past showing the industry of ship building and explored how industry such as coal mining has changed in our region.	
	Key Learning Intentions To place a range of historical periods of British, local and world history on a timeline To show an understanding of the concept of change over time and add evidence and dates to timeline to represent this. To know about an aspect or theme in British history that extends knowledge beyond 1066. To explain how events from the past have helped shape our lives. To explain what we can learn from some primary and secondary sources of information and evaluate their usefulness.	
	Overview of Historical Knowledge (Substantive Knowledge) The children will understand that the Victorian period brought significant change to the country but they will develop their understanding of this period through a local history focus on Gosforth and Newcastle. They will know that the advent of steam engines brought great change to both industry and travel. They will know that as a result of the change in industry, the population of Newcastle grew very quickly. They will know that as industry came to the city, many more affluent people did not want to live there anymore and so places like Gosforth, went from a tiny hamlet to a large suburb of Newcastle. They will know how important coal was in this change and how vital the coal industry was in our area. They will know that Britain was incredibly inventive at that time with a wide range of new products which we take for granted today: railways, bicycles, motor cars, telephones etc. They will look specifically at significant inventors of the North East such as Joseph Swan, George Stephenson, Charles Parsons and William Armstrong.	Key Vocabulary Industry Industrial Revolution Agriculture Rural Coal mine (colliery) Steam engine
	Overview of Historical Skills (Disciplinary Knowledge) This unit of work will build on the children's understanding of impact of the Victorian period on our lives today. They will describe the change over time in our local area. They will use a range of sources to deepen their understanding of what life was like in Victorian Newcastle. Across the unit they will select and combine information from different sources and present their findings in different ways .	



	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	How did Newcastle and Gosforth change during the Victorian era? The children will know how Newcastle and Gosforth changed during the reign of Queen Victoria. They will use census data to explore the changes in population. They will examine photos of Gosforth to describe how the village changed into a town.	Use census data from 1831 onwards to allow children to explore how quickly the population increased - what do they notice about the data, what does it tell them? Use photos of the same spot in Gosforth to order changes in the town and then note down what changes they noticed. Compare maps of Gosforth now and 1854 https://maps.nls.uk/view/102346461 - encourage the children to find streets/places that are familiar to them - what is the same, what is different?
	Why did Newcastle change in the Victorian era? The children will know that cities across Britain increased in size due to industrialisation. They will be able to explain in simple terms what the term industrialisation means. They will know that coal mining was a big driver in the increase in Newcastle.	Revisit the map of 1854 and identify the coal mines on there. Where would the nearest mine to us be? Use the BBC video to explain what industrialisation was https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4 Children to write short explanation as to why Newcastle population increased. Revisit the photo of Gosforth and explore why if the city was increasing in size, the village was also increasing in size.
	Who was significant during the Victorian era? The children will know that the Victorian period saw many new inventions that changed the lives of everyday people. They will know that the people of Newcastle were a huge contributing factor to this change. They will learn of the inventors Charles Parsons, William Armstrong, George and Robert Stephenson and Joseph Swan.	The Discovery Museum offers a workshop on the Big 5 North East Inventors or there is an option of a self led Inventors tour looking at gallery objects to find out information about local inventors. https://discoverymuseum.org.uk/inventors Use photos of exhibits that showcase the main achievements for each of the main inventors of the North East. Explore who the inventors were and what their contributions were. Use task of 'heads' to determine who the children feel was the most important inventor and give their reasons why.
	What was life like for the people of Gosforth in the Victorian era? To give more of an understanding what life might have been like for the people who lived in Gosforth during the Victorian era, the children will use the box of delights to deduce and infer what objects might have been found in a house and what they were used for.	Go through the expectations when handling objects from the Box of Delight. Use the circles of deduction to sketch the object, note down what are certainties about the object, what deductions and guesses can be made about the object and then finally what questions the children may have about the object.



			Ask the children to look at the modern day equivalents and see if they can match their Victorian object to it.
	What was the effect of rail travel? The children will know that popular rail travel was invented during the Victorian era and there was an explosion of rail tracks and stations built. They will know that every reasonable sized town in England, had a railway station. They will look at sources showing the local railway lines from the city of Newcastle, through suburbs such as Gosforth, through to seaside resorts of Whitley Bay.	Compare photos of Newcastle Central Station in 1850 to now - what is the same, what is different. Explore South Gosforth Metro station's history as opened in 1854 as part of the Blyth and Tyne railway. Look at old photos to identify the changes the station has undergone. Use the Blyth and Tyne railway map to see where people were able to travel to on the train during the Victorian era (encourage the children to find comparisons to the modern metro map, which is based on the railway lines of the 1860s rail section). Use the map of the UK railway in 1850 and then in 1881 - what do the children notice? What does it tell them about rail travel? Use the 3 heads challenge to give reasons why rail travel contributed to Whitley Bay becoming a popular holiday destination.	
	Assessment Show 'Then and Now' images of a Victorian city – Children to compare and contrast these images, explaining the reasons and background for the differences over time		
	Enhancements 'Box of Delight' linked to The Victorians Discovery museum workshop		