

Winwick Church of England Primary School



History Policy

'In God's love, aspire and achieve to be the best'

Winwick C.E Primary School History Policy

Introduction

We believe that all members of the school community are children of God and should be treated with love, respect and care. We ensure that all members of the school community respect, tolerate and celebrate diversity by following the teachings of the Lord so that we can all aspire and achieve in God's love. This is driven by our core Christian Values of love, perseverance and respect. It is lived out in our mission statement through the love of God and our love of one another and how we respect all things and the world we live in.

INTENT

At Winwick CE, we intend for our pupil's to develop a secure understanding about different historical periods and be able to make clear links between them. Our main objective is to enable children to build on their prior learning and retrieve information learnt. We want to ensure that pupils make progress through each year group, acquiring and applying key knowledge to ensure that they meet the agreed age expectations.

When planning our History Curriculum, teachers took into account the local history of Winwick and added this into both our KS1 and KS2 curriculum. We intend for our children to understand the local history of Winwick and be able to talk confidently about their local area and new facts learnt. Within Year 1, children learn a lot about the local area in geography and we wanted to expand this prior learning in Year 2 but through historical skills.

In KS2, we have linked with Warrington Museum enabling children to compare and contrast Winwick with Warrington. This links their geographical study of the area with historical understanding.

AIMS OF HISTORY POLICY

Our History Policy follows the National Curriculum 2014 for History Guidelines and aims to ensure that all pupils:

- Develop a deeper understanding and curiosity of events, places and people in a variety of times and environments.
- Know and understand British History chronologically, from the earliest times to the present day: how peoples' lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Understand British Values.
- Understand how the past was different to the present and that people of other times and places may have had different values and attitudes from ours.

- Know and understand significant aspects of the history of the wider world such as ancient civilisations and empires.
- Gain understanding of historical vocabulary and abstract terms e.g. empire, civilisation, parliament, and peasantry.
- Understand that events and artefacts can be interpreted in different ways and that historical explanation is debatable and sometimes controversial.
- 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, ask historically valid questions and create own structured accounts and written narratives.

PURPOSE OF STUDY – WHY TEACH HISTORY?

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In teaching history we are developing in our children:

- A positive attitude towards history and an awareness of why things happened and how this impacts upon the future.
- Their enjoyment and interest in history and an appreciation of its contribution to all aspects of everyday life;
- An understand of history through a process of enquiry and investigation;
- Confidence and competence in historical knowledge, concepts and skills;
- An ability to reason, predict, think logically and to work systematically and accurately;
- An ability to communicate historically, allowing them to articulate history concepts clearly and precisely;
- The initiative to work both independently and in co-operation with others;
- The ability and meaning to use and apply history across the curriculum and real life.

Teaching and Learning

At Winwick CE, teachers plan and deliver high quality and engaging history lessons incorporating a range of teaching and learning styles. Topics are planned using a range of resources such as 'focus education', twinkl, CPG Study books, Scholastic and history websites and are taught mainly as discrete lessons but sometimes using a cross-curricular approach linking geography, English, maths and ICT skills. Our teachers will provide opportunities for pupils by:

- Learning about history in exciting and inspiring ways, through first hand experiences, watching historical movies, visiting museums, reading autobiographies, touring historical places, attending cultural events, tracing own family's historical roots and cooking historical recipes.
- 'hooking' children into a topic by providing an artefact, visitor or visitors to talk about personal experiences of the past.
- Developing their research skills through appropriate use of secondary source;
- Developing their questioning and answering skills, by participating in lessons
- Using ICT equipment
- Using historic contexts to develop and consolidate cross curricular skills in English, maths and ICT;
- Being motivated and inspired by engaging interactive history displays, which include key vocabulary and relevant questions;
- Learning about history using the outdoor environment
- Using drama and dance to act out historical events.

PLANNING

History in the Early Years Foundation Stage is planned using the Early Years Curriculum 'Understanding of the world'.

Key Stage 1 and 2 teachers plan history lessons using the new National Curriculum (2014). When planning, teachers ensure that the National Curriculum statutory requirements are being covered.

Teachers base their planning on the programmes of study for their relevant year groups and ensure the coverage is within and beyond national expectations, aiming for children to make progress in line with national expectation and above throughout the academic year.

IMPLEMENTATION

Curriculum

Our curriculum is carefully planned to engage and excite learners. Our long-term and medium-term plans map out the skills and themes covered each half term for each year group. These plans define what we teach and ensure an appropriate balance and distribution across each term. Through history the children learn a range of skills, concepts, attitudes and methods of working and greater depth writing through narratives.

Early Years

In reception children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know.

Knowledge and understanding of the world is taught through child-initiated and adult led activities. Children learn by looking at pictures of famous people in history or discovering the meaning of old and new in relation to their own lives.

Key Stage 1

In Key Stage 1, pupils learn about people's lives and lifestyles. They compare and contrast what is the same and what is different by looking at a range of artefacts, pictures, books and websites. They listen and respond to stories and use sources of information to help them ask and answer questions. They are encouraged to interview grandparents – helping them to learn how each generation's past is different from the present.

Key Stage 2

In Key Stage 2, pupils learn about significant people, events and places from both recent and distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways and use different sources of information to help them investigate the past using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Historic knowledge and conceptual understanding

At Winwick CE, our programmes of study describe a sequence of knowledge and concepts. Whilst it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. At Winwick, teachers use retrieval quizzes at the end of each lesson to help children remember taught facts. Teachers also provide knowledge organisers at the front of topics to act as memory aids. The first lesson of each unit is devoted to understanding how the new history unit (period) fits in with other periods of time children have learnt about to help children reflect on taught history and gain a deeper understanding of chronology.

Pupils should be able to describe processes and key characteristics of history, they should be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. (Vocab and definitions have also been added to knowledge organisers).

At Winwick, we intend for our pupils to know that there are different interpretations of history and are able to distinguish between fact and fiction, using reliable historical sources and questioning different versions of events in order to form their own opinions.

Being able to understand chronology is key, and by Year 6 children should be able to sequence 10 events/artefacts on a timeline and be able to work out where their current study fits in with relation to other studies.

At Winwick CE, we intend for our pupils to have a good range and breadth of historical knowledge of different events and history taught throughout school and be able to remember key facts about prior learning (using their knowledge organisers/retrieval quizzes).

At Winwick CE, we do not teach history as a topic but as discrete lessons ensuring we use vital skills such as enquiry based teaching and learning. Giving children the chance to analyse, explain, interpret, question and communicate their ideas of the past. We expect KS2 pupils to understand more complex terms e.g. BC/AD and begin to have an understanding of abstract terms.

Scaffolded/ Adapted Learning

The study of history will be planned to give a suitable range of scaffolded activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEND, tasks may be adjusted and learning layered to ensure their success in History. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain confidence.

IMPACT

Assessment

In the EYFS teachers assess against the 'Development Matters' statements in the 'Understanding of the world', area of the Early Years Curriculum.

Assessment is used to inform planning and to facilitate differentiation. AfL is carried out in a variety of ways including; questioning, pupil observations and discussions. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to children via marking using the school's marking policy. At the end of each unit children complete an assessment sheet monitoring their own learning and checking they have achieved the learning objectives. Children also have to complete questions indicating what they enjoyed about the unit and what else could have been taught to make the unit even better! Teachers will make a judgement on where the children are working whether that be working below, at or above age related expectations. This judgement will be made at the end of each unit covered and logged on a central tracking document. This is then monitored by the subject leader each term to track progress across the subject. The subject leader will also report progress on the subject termly to the Governor committee. This will include data.

What does an 'excellent lesson' look like at Winwick?

It will contain the relevant components for a history lesson as mentioned above and be rigorous – fast paced. The lesson would begin with the teacher consolidating any prior learning, being enthusiastic about the topic and keeping children engaged and

focussed. The teacher would share his/her enquiry question and further questions to scaffold pupils' understanding. The teacher would use sources of evidence, possibly artefacts/timelines and link with I.T. to make it more interactive. The lesson needs to be 'chunked' with mini-tasks to keep learners involved and engaged. As with all subjects, lessons should take account of the ten principles of effective teaching and learning: reviewing material, questioning, sequencing, stages of learning, guided student practice, frequent checking for understanding, scaffold/ assist learning, independent practice/ over learning/ automaticity and obtaining high success rates.

MONITORING AND EVALUATION

To monitor the impact of history learning, the history subject leader will implement learning walks and quiz pupils on what they have learnt. Pupils can use their knowledge organisers to act as memory aids and then talk unaided about what they liked and disliked and how this improved their history learning and understanding.

The subject leader will use the retrieval quizzes, at a later date, with pupils to monitor the impact of children's learning by checking knowledge is being retained and children are making links from one lesson to the next and from unit to unit and from year group to year group.

The subject leader will monitor the subject termly by:

- monitoring and evaluation of pupils work (work in books);
- lesson observations;
- pupil and staff interviews;
- planning and assessment monitoring;
- learning walks.

Teacher Knowledge and Understanding

CPD

The subject leader will support any member of staff with subject knowledge and delivery of the new History curriculum throughout any point in the academic year. The subject leader for History completed a BEd with History as the main subject. The CPD will be offered through:

- sharing outstanding practice in History;
- working closely with staff during different stages of planning;

- providing opportunities for the staff to attend external training opportunities within subject specific areas;
- team teaching and team planning with appropriate year groups.

Reporting to Parents

Following whole school policy based on National Requirements and WBC guidelines. Parents will be well informed of their child's progress through Autumn and Spring term parents' evenings and written annual reports. Parents will be encouraged to develop positive attitudes to history and actively support their children when homework is given.

Marking Work

Refer to the whole school policy.

Resources

History resources are stored in a large cupboard and trays within the Key Stage 2 Department. When staff require new resources they should put in an order request to the subject leader. Staff also have access to the Cheshire Library Service where books and artefacts can be ordered to support the teaching of History. People with an interest, or expertise, in a particular topic or area of history are often invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Educational Visits

Each year group is required to undertake at least one history related educational visit per year (this can include a visitor to the school).

Role of the Subject Leader

The subject leader will provide professional leadership and management for History and will ensure that it is managed and organised so that it meets the needs and objectives of the school. The subject leader will monitor teaching and learning within the subject and will initiate reviews of schemes of work and planning. The subject leader will manage the resources and budget for History.

APPENDIX A Long Term Overview

HISTORY	Long Term Planning Overview		
	AUTUMN	SPRING	SUMMER
Reception	Our Lives, Changes Within Living Memory		
Year 1		Toys: Past and Present (Spring 1) (Approximately 8 hours)	The Great Fire of London (Summer 2) (Approximately 12 hours)
Year 2	Significant Nurses in History: Mary Seacole, Florence Nightingale, Edith Cavell (Autumn 1) (Approximately 12 hours)		The Sinking of the Titanic (Summer 2) (Approximately 12 hours)
Year 3	Ancient Egypt (Autumn 1) (Approximately 16 hours)		Stone Age to Bronze Age (Summer Term) (Approximately 20 hours)
Year 4	Ancient Greece (Autumn 1) (Approximately 14 hours)		Roman Britain (Summer Term) (Approximately 22 hours)
Year 5	Anglo Saxons & Vikings (Autumn Term) (Approximately 18 hours)	The Anglo-Saxon and Vikings and the struggle for England. (Spring 1) (Approximately 14 hours)	

APPENDIX B: An example of how a unit is planned out in the Early Years

HISTORY	
EYFS	
Understanding the World	
<p>EYFS Statutory Educational Programme: Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. Making sense of their own life story and their family’s history.</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images from the past. • Compare and contrast characters from stories, including figures from the past. • Recognise that people have different beliefs and celebrate special times in different ways. • Understand the effect of changing seasons (also a key focus in Geography). 	
ONGOING THROUGH THE YEAR	
Unit Focus: Our Lives, Changes Within Living Memory	
Areas of Learning	
<p>Common Misconceptions:</p> <ul style="list-style-type: none"> • No understanding of the concept of time. • Unable to appreciate that a timeline needs to be put into chronological order. • Unable to distinguish between the different days/weeks/months etc. • Not understanding the difference between family members and friends of the family. • Difficulty establishing their own regular routines and behaviours. 	
Key Questions	
<ul style="list-style-type: none"> • What is a timeline? • How have I changed since I was a baby? • What did our parents/carers look like when they were babies? • What does my Family Tree look like? • Do I do the same thing every day 	<ul style="list-style-type: none"> • What are the key events that have happened in our lives this year? • What are the seasons of the year? • What are the days of the week? • What are the months of the year? • What different celebrations have happened this year? (Christian, Other Faiths/Cultures, Non-denomination)
VOCABULARY	
<p>then, before, now, next, soon, after that, first, next, firstly, secondly, lastly, etc</p> <p>family tree, child, sibling, parent, grandparent, cousin, etc (be aware of gender stereotyping)</p> <p>past, present, time, timeline, chronological order, history, event, sequence,</p>	
KEY LINKS/RESOURCES	
<p>Historical Association – EYFS Scheme of Work</p> <p>IMPORTANT: Keep individual personal timelines from EYFS History Unit and pass to Year 1 for use in their History work.</p>	

An example of how a unit is planned out in KS1

HISTORY		
YEAR 1		
AUTUMN	SPRING 1	SUMMER 2
	Unit Focus: Toys, Past and Present (Approximately 8 hours)	Unit Focus: The Great Fire of London (Approximately 12 hours)
National Curriculum		
<p>Purpose of study</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands 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. <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Key Stage 1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should</p>		

understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]

Areas of Learning

	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Chronology of time to birth to present day. • Understanding of key figures in children’s lives and their relationships to them. • Understanding of a timeline and the associated vocabulary linked to this. • Ask questions about items they have been shown. • Understanding of some different materials; plastic, wood, paper, metal, fabric <p>Common Misconceptions:</p> <ul style="list-style-type: none"> • Unable to appreciate that different toys may not have been available at different times in history. • Not appreciating the significant changes in technology over the course of time. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • To understand that there were different time periods before their own where life was not the same as it is now. • Have an understanding of fire and the role of firefighters. • Have an understanding of people who help us: firefighters, RNLI, • Have an understanding of different materials: wood, straw, • <p>Common Misconceptions:</p> <ul style="list-style-type: none"> • Do not understand the role of the Monarchy.
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Key Questions

	<ul style="list-style-type: none"> • What can we learn from a picture? (Children’s Games by Pieter Breugel, The Elder, 1560) • What was my favourite toy when I was a baby? • How is my teddy bear/doll different from the very first teddy bear/doll? How is it the same? • What toys and games did our parents/grandparents play with? • What were toys made from in the past? • Where do these key figures/events fit on our historical timeline? 	<ul style="list-style-type: none"> • What was London like in Stuart Times? (Include reference to the Great Plague of 1665). • What happened on the night of 2nd September 1666? (2 sessions) <ul style="list-style-type: none"> • What did people do first? • What was it like at the height of the fire? • Could anyone have stopped what happened? • How do we know so much about what happened during the Great Fire of London? • What was left of London after the Great Fire? • What did the King do to improve London when it was rebuilt? • Where do these key figures/events fit on our historical timeline?
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VOCABULARY

	<p>toys, games, activities, Early Examples of Teddy Bears: sawdust stuffing, button or glass eyes, long arms and</p>	<p>fire, city, smoke, bucket, house, bakers, diary, water pump, axe, burned, destroyed, bread, firemen, cart, boat,</p>
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	legs that rotate, a long nose or snout, brown or black in colour Early Examples of Dolls: wooden peg doll, cloth rag doll, China doll, plastic doll. materials, wood, plastic, paper, cardboard, metal, fabric, batteries, names of different playground games (e.g. circle games – the farmer’s in his dean/here we go round the mulberry bush; skipping games’ games with hoops; counting games – what time if is Mr Wolf; throwing games, hopscotch, marbles electronic games (e.g. Game Boy, Xbox, Play Station, Nintendo Game Cube, Nintendo Switch, Pac Man, arcade machines, etc)	wooden houses, open fires, narrow alleyways, thatched rooves, spread, timber-framed, Easterly wind, London, Pudding Lane, King Charles II, Samuel Pepys, Thomas Farrinor (Baker from Pudding Lane), Sir Thomas Bloodworth (Lord Mayor of London), River Thames, St Paul’s Cathedral, Stuart London, Houses of Parliament, Sir Christopher Wren, refugees, escaping, tented cities, rebuild
HISTORICAL VOCABULARY:		
yesterday, today, tomorrow, same, different, change, past, present, future, important, event, era, artefact, time order, chronology,		
KEY LINKS/RESOURCES		
Historical Association – Year 2 Scheme of Work SCIENCE: Materials HISTORY: Use individual personal timelines from EYFS History Unit. GREAT FIRE OF LONDON: https://www.bbc.co.uk/programmes/articles/19KLTps7SJLrfl0Pqg2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames		

An example of how a Unit is planned out in KS2

HISTORY		
YEAR 4		
AUTUMN 1	SPRING	SUMMER TERM
Unit Focus: Ancient Greece (Approximately 14 hours)		Unit Focus: Roman Britain (Approximately 22 hours, including Educational Visit)
National Curriculum		
<p>Purpose of study</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- The Roman Empire and its impact on Britain

Areas of Learning	
<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Knowledge of the world map. ● Understanding of a timeline and where some other key events in history sit on it. <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● No knowledge of the modern-day Olympics to make comparisons to. ● 	<p>Prior Learning:</p> <ul style="list-style-type: none"> ● Knowledge of the world map. ● Understanding of a timeline and where some other key events in history sit on it. ● <p>Common Misconceptions:</p> <ul style="list-style-type: none"> ● Not appreciating that there were approximately 400 years of Roman settlement in Britain so things happened over a longer span of time.
Key Questions	
<ul style="list-style-type: none"> ● Where do the Greeks fit on the timeline of the Ancient Civilisations? ● How did life in Ancient Athens compare to life in Ancient Sparta? 	<ul style="list-style-type: none"> ● Which countries were taken over by the Romans and where did it all start? ● Who was Julius Caesar and why was he important to the Roman Empire? ● What was life like for a Roman Soldier? (2 sessions) ● Who invaded Britain and when? (Including chronology)

<ul style="list-style-type: none"> • What can we learn about the early Olympics using sources of evidence? • Who was Alexander the Great and why is he so important? • Which of the ancient wonders of the world link to the Ancient Greeks and what do we know about them? • How do the Ancient Civilisations of Ancient Greece and Ancient Egypt compare? • Where do these key figures/events fit on our historical timeline? <p>NB. Guided Reading sessions to focus links to Ancient Greece during this half term. (Non-fiction and mythology)</p>		<ul style="list-style-type: none"> • What modern wonder of the world links to Roman Britain and what do we know about it? • Boudicca; friend or foe? • What impact did the Romans leave on Britain? (3 sessions) <ul style="list-style-type: none"> • transport (e.g. roads/viaducts) • drainage, baths, underfloor heating, running water • Roman cities/towns • democracy • Where do these key figures/events fit on our historical timeline? <p>NB. Guided Reading sessions to focus links to the Romans during this half term. (Non-fiction, Gods and Goddesses)</p> <p>EDUCATIONAL VISIT: Chester; Roman Museum and City Walk</p>
VOCABULARY		
<p>Greece, Hypocrates, Greek Empire, Pythagoras, Doric Column, Parthenon, Greek Gods: e.g. Zeus, Artemis, Poseidon, Aphrodite, Athena, Hera, Hermes, Apollo, Hades, Olympics, soldiers, tunic, column, alphabet, pyxis,</p>		<p>Rome, Italy, Parthenon, Basilica, empire, civilisation, invade, conquer, republic, senate, emperor, soldier, century, centurion, standard, colosseum, amphitheatre, gladiator, aqueduct, aquae, sewer, arch, temple, bath house, villa, slave, toga, Julius Caesar, Boudicca, chariot, gladius, shield, sandals, denarii,</p>
<p>HISTORICAL VOCABULARY: democracy, advocate, birth right, ideologies, hierarchy, bias, (From Year 3: chronological, significant, power, development, compare, contrast, influence, BC, AD, Ancient Civilisation) (From Year 2: past, present, future, important, event, era, artefact, time order, chronology) (From Year 1: yesterday, today, tomorrow, same, different, change.)</p>		
KEY LINKS/RESOURCES		
<p>Historical Association – Year 4 Scheme of Work</p>		