

KEY STAGE 2 TOPIC WORK: HISTORY & GEOGRAPHY

| YEAR 4 | <p style="text-align: center;">AUTUMN TOPIC</p> <p style="text-align: center;">TOMB RAIDERS Ancient Egypt (to include rivers and the water cycle)</p> <p style="text-align: center;">VISIT/TRIP/WORKSHOP: The Ashmolean Museum/WOW! Day</p> <p style="text-align: center;">Opportunities for Exploring Diversity Black History Month (October) Local authors, local poets and local artists Egyptian culture past and present</p> | <p style="text-align: center;">SPRING TOPIC</p> <p style="text-align: center;">READY, SET, ROMANS The Romans (to include village settlements)</p> <p style="text-align: center;">VISIT/TRIP/WORKSHOP: Local field study of Romans in St Albans Residential to Hudnall Park</p> <p style="text-align: center;">Opportunities for Exploring Diversity Aurelian Moors Ivory Bangle Lady Beachy Head Lady Lucius Septimius Severus</p> | <p style="text-align: center;">SUMMER TOPIC</p> <p style="text-align: center;">TERRIBLE TUDORS The Tudors (to include exploration of Europe)</p> <p style="text-align: center;">VISIT/TRIP/WORKSHOP: Hatfield House/ Hampton Court Palace</p> <p style="text-align: center;">Opportunities for Exploring Diversity John Blanke John Hawkins and the early slave trade Francis Drake and Diego</p> |
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| Key Texts | <p>BBC Bitesize Ancient Egypt - https://www.bbc.co.uk/bitesize/topics/zg87xnb (OED)</p> <p>The Scarab’s Secret by Christina Balit (picture book) (OED)</p> <p>There’s A Pharaoh In Our Bath! by Jeremy Strong (OED)</p> <p>The Genius of Egypt by Marlon McKenny (OED)</p> <p>Eyewitness Ancient Egypt by DK plus other supporting reference texts from the school library (OED)</p> <p>BBC Bitesize The Water Cycle – https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/z3wpp39</p> <p>Once Upon a Raindrop by James Carter (Books-for-children_BAMEed.pdf (hackneyservicesforschools.co.uk))</p> | <p>BBC Bitesize Roman Empire - https://www.bbc.co.uk/bitesize/topics/zwmpfg8</p> <p>Roman Invasion (My Story) by Jim Eldridge</p> <p>Julius Zebra: Rumble with the Romans! by Gary Northfield (fiction for reading spine)</p> <p>Ancient Rome by DK and plus other supporting reference texts from the school library</p> <p>BBC Bitesize Roman Britain - https://www.bbc.co.uk/bitesize/topics/zqtf34j</p> <p>Black and British: A short, essential history by David Olusoga (OED)</p> <p>Severus: Rome’s First African Emperor - https://www.history.co.uk/article/severus-rome%E2%80%99s-first-african-emperor (OED)</p> <p>The mystery of Beachy Head Lady: A Roman African from Eastbourne (OED)</p> <p>Celebrating Ivory Bangle Lady - https://www.yorkmuseumstrust.org.uk/blog/celebrating-ivory-bangle-lady/ (OED)</p> <p>Ordnance survey maps - https://osmaps.ordnancesurvey.co.uk/</p> <p>Maps and Atlases in school</p> <p>Atlas Kids Britannica - https://kids.britannica.com/kids/browse/atlas</p> | <p>Voices: Diver's Daughter: A Tudor Story (OED)</p> <p>John Blanke - https://www.hrp.org.uk/tower-of-london/history-and-stories/john-blanke/#gs.xxx0ow (OED)</p> <p>Black and British: A short, essential history by David Olusoga (OED)</p> <p>BBC Teach The Tudors - https://www.bbc.co.uk/teach/school-radio/history-the-tudors/zkgyhbk</p> <p>Tudor Tales: The Actor, the Rebel and the Wrinkled Queen by Terry Deary</p> <p>Spy Master: First Blood by Jan Burchett</p> <p>Eyewitness Tudor by DK plus other supporting reference texts from the school library</p> <p>John Hawkins and Sir Francis Drake - https://www.goldenhinde.co.uk/blog/278-drake-was-a-slave-trader (OED)</p> <p>Ordnance survey maps - https://osmaps.ordnancesurvey.co.uk/</p> <p>Maps and Atlases in school</p> <p>Atlas Kids Britannica - https://kids.britannica.com/kids/browse/atlas</p> |
| Skills | <p>History: Ancient Egypt NC POS: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> | <p>History: The Romans NC POS: The Roman Empire and its impact on Britain. Chronology- Place events from period studied on a timeline and understand complex terms e.g. BCE/AD.</p> | <p>History: The Tudors NC POS: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 and the changing power of monarchs using case studies such as the six</p> |

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| | <p>Chronology- Place events from period studied on a timeline and understand complex terms e.g., BCE/AD.</p> <p>Range and Depth of Historical Knowledge – Develop a broad understanding of ancient civilisations and use evidence to reconstruct life in time studied.</p> <p>Interpretations of History – Use textbooks and historical knowledge to look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Historical Enquiry – Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Organisation & Communication – Know the period in which the study is set and work independently and in groups.</p> <p>Geography: The Water Cycle NC POS: Describe and understand key aspects of rivers and the water cycle.</p> <p>Geographical Enquiry – Collect and record evidence with some aid and ask and respond to questions and offer their own ideas.</p> <p>Locational Knowledge – Use 4 compass points well.</p> <p>Representation – Know why a key is needed.</p> <p>Using Maps – Follow a route on a larger scale map.</p> <p>Perspective – Draw a sketch map from a high viewpoint (focus on rivers).</p> <p>Map knowledge – Begin to identify significant places and environments.</p> <p>Style of map – Use large and medium scale OS maps, use junior atlases, use map sites on internet and identify features on ariel/ oblique photographs.</p> | <p>Range and Depth of Historical Knowledge – Look for links and effects in time studied and identify key features and events.</p> <p>Interpretations of History - Use textbooks and historical knowledge to look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Historical Enquiry – Use the library and e-learning for research and use evidence to build up a picture of a past event.</p> <p>Organisation & Communication - Know the period in which the study is set and display findings in a variety of ways.</p> <p>Geography: Village Settlements NC POS: Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Geographical Enquiry – Analyse evidence and draw conclusions e.g., make comparisons between locations photos/ pictures/ maps.</p> <p>Locational Knowledge – Use 4 compass points well and use letter/ number coordinates to locate features on a local map confidently.</p> <p>Drawing Maps – Make a map of a short route experienced with features in correct order and make a simple scale drawing.</p> <p>Representation – Begin to recognise symbols on an OS map.</p> <p>Using Maps – Locate places on large scale maps (e.g., cities, towns, villages).</p> <p>Scale / Distance – Begin to match boundaries (e.g., find same boundary of a county on different scale maps).</p> <p>Perspective – Draw a sketch map from a high viewpoint (focus on cities, towns, villages, local settlements).</p> <p>Map knowledge – Begin to identify significant places and environments.</p> <p>Style of map – Use large and medium scale OS maps, use junior atlases, use map sites on internet and identify features on ariel/ oblique photographs.</p> | <p>monarchs between 1485 until 1603: Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I and Elizabeth I.</p> <p>Chronology- Place events from period studied on a timeline and use terms related to the period and begin to date events.</p> <p>Range and Depth of Historical Knowledge – Look for links and effects in time studied and offer a reasonable explanation for some events.</p> <p>Interpretations of History - Use textbooks and historical knowledge to look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Historical Enquiry - Use the library and e-learning for research and use this evidence to build up a picture of a past event by asking a variety of key questions.</p> <p>Organisation & Communication - Know the period in which the study is set and select data and organise it into a data file to answer historical questions.</p> <p>Geography: World maps and the exploration of Europe NC POS: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Geographical Enquiry – Investigate places and themes at more than one scale extending to satellite images and ariel photographs.</p> <p>Locational Knowledge – Begin to use 8 compass points and use letter/ number coordinates to locate features on a world map confidently.</p> <p>Drawing Maps – Make a simple scale drawing.</p> <p>Representation – Begin to recognise symbols on an OS map.</p> <p>Using Maps – Locate places on large scale maps (e.g., continents, countries, oceans).</p> <p>Scale / Distance – Begin to match boundaries (e.g., find same boundary of a country on different scale maps).</p> <p>Perspective – Draw a sketch map from a high viewpoint (focus on continents and countries).</p> <p>Map knowledge – Begin to identify significant places and environments.</p> <p>Style of map – Use large and medium scale OS maps, use junior atlases, use map sites on internet and identify features on ariel/ oblique photographs.</p> |
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| <p>Key Vocabulary</p> | <p>Egyptian, ancient, worship, slave, pyramid, Eye of Horus, jewellery, papyrus, hieroglyphs, pottery, queen, scribe, camel, Cleopatra, amulet, obelisk, Hatshepsut, scarab beetle, Egypt, River Nile, Amun, mummification, canopic jars, Tutankhamun, afterlife, sarcophagus, Imhotep, Sphinx, goddess, king, tomb, canoe, dynasty, temple, god, mummy, Giza, Anubis, pharaoh, Egyptian culture</p> <p>Rivers, Nile, water cycle, clouds, runoff, evaporation, transpiration, condensation, precipitation, ariel view, solid, liquid, gas, vapour, sun, rain, settlement, collection, physical geography, distribution, trade links, land use</p> | <p>Roman, Colosseum, emperor, chariot, Basilica, toga, Rome, gladiator, barbarian, Julius Caesar, Pantheon, Aurelian Moors, Ivory Bangle Lady, Beachy Head Lady, Lucius Septimius Severus, villa, slave, sword, soldier, aqueduct, shield, Roman baths, amphitheatre, mosaic, sewer, Boudica, Roman Gods, mythology, conquer, army, empire, tunic, chaise, arch, villa, senate, armour, temple, feast, republic, centurion, helmet, Celtic tribes</p> <p>Land use, patterns, change, infrastructure, local study, location, ruins, fieldwork, route, settlement, ariel view, United Kingdom, England, Northern Ireland, Scotland Wales, country, capital city, observe, measure, record, Hadrian's Wall, Aballava</p> | <p>Tudor, banquet, Catholic, dissolution of Monasteries, Edward VI, Elizabeth I, explorer, galleon, Globe Theatre, Hampton Court Palace, Henry VIII, Mary Queen of Scots, monarch, nobles, peasants, Protestant, Sir Francis Drake, John Hawkins, Diego, Cimaroons, John Blanke, Spanish Armada, The Mary Rose, timbered, War of the Roses, Tudor Rose, Henry's 8 wives, wattle and daub, William Shakespeare, carriage, church, divorce, Sir Walter Raleigh, slavery, gown, shirt, bed warmer, scythe, horse and plough, chemise, kirtle, dress, beefeater, recorder, lute, breeches, gallows, stockings, doublet, farthingale, ruff, French hood, corset</p> <p>Continent, countries, maps, seas, ariel view, Europe, non-European, North, South, East, West, aerial, key, plan view map, 8-point compass, grid reference, symbols, Ordnance, Africa, Americas</p> |
| <p>Opportunities for Learning / Cross Curricular</p> | <p>Art and DT – Create death masks and class sarcophagus with re-enactment of an Egyptian burial. Make papyrus paper and write out names in hieroglyphs.</p> <p>ICT – Purple Mash (rivers, water, weather, Ancient Egypt)</p> <p>English – Coming to England (Floella Benjamin – whole school focus).</p> <p>RE - Afterlife</p> | <p>Art and DT – Mosaic designs, Roman shields and helmets to be worn with dance unit.</p> <p>ICT – Google maps, Ordnance maps, Purple Mash (British Isles, UK countries, UK cities, local area study, Romans)</p> <p>PE – Roman marching formations (speak to Aimee).</p> <p>RE – Introduction of Christianity to the Roman Empire</p> <p>Drama – Year 4 performance of the 'Roman Invasion' (include PE marching formations)</p> | <p>DT – Cross stitch the Tudor rose and sew a mini Tudor gown.</p> <p>ICT – Purple Mash (compass, world, world continents, world oceans, European countries, European cities, Tudors)</p> <p>PE – Jousting and Tudor dancing (speak to Aimee)</p> <p>English – Poetry/ plays - William Shakespeare</p> |
| <p>Learning Overview / WALTS</p> | <p>(12 Weeks)</p> <p>Week 1 WOW: Archaeologists at work – Children get into character and mummify a body WALA: Tombs and Mummification KQ: What did Ancient Egyptians believe about the afterlife?</p> <p>Week 2 WALA: History of Ancient Egypt and where it is located KQ: Why do we know so much more about Ancient Egypt than Ancient Britain?</p> <p>Week 3 WALA: A Important Pharaohs and Rulers KQ: What were the duties of the Pharaoh and did some Pharaohs do a better job than others?</p> <p>Week 4 WALA: Daily life in Ancient Egypt KQ: What does art and architecture tell us about Ancient Egyptian society?</p> <p>Black History Month Week 5 WALA: Ancient Egyptian culture in the world today KQ: What did the Ancient Egyptians ever do for us?</p> | <p>(11 Weeks)</p> <p>Week 1 WOW: Roman Day – Children come dressed as Romans WALA: A history of Rome – An introduction to life in Britain before the Romans KQ: What was life like in Britain before the Romans?</p> <p>Week 2 WALA: The Roman invasion of Britain (including Julius Caesar's attempts) - settlements KQ: What types of buildings can we find and what are they used for?</p> <p>Week 3 WALA: Boudicca's rebellion KQ: Who was Boudicca and why is she an important historical figure?</p> <p>Week 4 Trip: Local St Albans Field Study (map work) KQ: What different land use can we find in the local area? KQ: What are the similarities and differences to today's landscape?</p> <p>Week 5 WALA: Septimius Severus – The 1st Black African Roman Ruler KQ: Who was Severus and why is he an important historical figure?</p> | <p>(13 Weeks)</p> <p>Week 1 WOW: A Tudor Feast WALA: Introduction to the Tudors – timeline KQ: How did the Tudors come to power?</p> <p>Week 2 WALA: War of the Roses KQ: What was the importance of the War of the Roses?</p> <p>Week 3 WALA: Henry VIII and his 6 wives KQ: Why did King Henry VIII have Six Wives?</p> <p>Week 4 WALA: Life during Henry's reign KQ: What did life in Britain look like including the mix of people? KQ: Who was John Blanke?</p> <p>Week 5 WALA: The Mary Rose KQ: Why was the Mary Rose the pride of the English Navy?</p> <p>Week 6 WALA: The short reigns of Edward VI, Lady Jane Grey and Mary I KQ: Who were the Tudor kings and queens?</p> |

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| | <p>Week 6 WALA: Osiris, Isis, Seth and Horus KQ: What roles did the Gods play in Ancient Egyptian society?</p> <p>Week 7 Trip: Ashmolean Museum visit KQ: What evidence can we find from different sources to build a picture of what life in Ancient Egypt was like?</p> <p>HALF TERM</p> <p>Week 8 WALA: Osiris, Isis, Seth and Horus KQ: What roles did the Gods play in Ancient Egyptian society?</p> <p>Week 9 WALA: Canopic Jars KQ: What burial customs did they have?</p> <p>Week 10 WALA: Jewellery, clothing, and the Rosetta Stone KQ: What was the written communication of the Egyptians and why was the Rosetta Stone an important discovery for historians?</p> <p>Week 11 WALA: The River Nile and the water cycle KQ: What was the importance of the Nile River in Egyptian society? KQ: What other natural resources were there, and what was their importance? E.g., gold, salt and papyrus?</p> <p>Week 12 WALA: Lessons learnt today – pollution, marine protection, and conservation. KQ: How can we help save our water supplies?</p> <p>Week 12 FAB: As a class children create an ancient scroll with their favourite pieces of Ancient Egyptian history</p> | <p>HALF TERM</p> <p>Week 6 WALA: The Beachy Head Lady and The Ivory Bangle Lady KQ: What do these people tell us about life in Britain at that time?</p> <p>Week 7 WALA: Roman army and busts – The Aurelian Moors of Hadrian’s Wall KQ: What did a Roman soldier look like?</p> <p>Week 8 WALA: Things the Romans introduced to Britain KQ: What did the Romans ever do for us?</p> <p>Week 9 WALA: Entertainment at the Colosseum KQ: What does the word ‘ludi’ mean and what does it involve?</p> <p>Week 10 WALA: Romans leave Britain KQ: Why did the Romans leave Britain and where did they go?</p> <p>Week 11 FAB: The Great Battle – Children are split into groups to create catapults and see who wins the greatest Roman Battle of All Time</p> | <p>Week 7 WALA: Elizabeth I KQ: Was Elizabeth I a good queen?</p> <p>HALF TERM</p> <p>Week 8 Trip: Hatfield House/ Hampton Court Palace KQ: What evidence can we find from different sources to build a picture of what life in the Elizabethan period was like?</p> <p>Week 9 WALA: Elizabethans at sea and the slave trade KQ: Why did the Elizabethan’s take to the seas? KQ: What impact did slave trade have on the world?</p> <p>Week 10 WALA: Sir Francis Drake and the exploration of Europe and the world KQ: Why is Sir Francis Drake so important in History? KQ: Who was Diego (ship’s crew)?</p> <p>Week 11 WALA: Life during Elizabeth I reign including East Indian Trading Company KQ: What did life in Britain look like? KQ: How did the Elizabethan’s change the worlds trading routes?</p> <p>Week 12 WALA: Enter the Stuarts KQ: Why did the Tudor dynasty end?</p> <p>Week 13 FAB: A Tudor Court – Children play Judge, Jury and Executioner to argue and decide the outcome of some set scenarios</p> |
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