

Highgate Primary History Curriculum 2024

Key strands:

[Enquire and explain](#)

[Primary sources of Information](#)

[Chronology](#)

[Thinking Analytically](#)

[Vocabulary/concepts](#)

Year 4

Masks and Minotaurs Autumn 1	Londinium Spring 1	Away from Home Summer 1
<p>Enquire and explain</p> <ul style="list-style-type: none"> Recall the beginnings of democracy in Athens around 507 BC Understand the significance of the Peloponnesian War between Athens and Sparta, and how the two city-states differed in culture Understand Greek mythology: the principal gods and goddesses and their connection to temples Identify chief characteristics of classical architecture including Doric, Ionic and Corinthian columns Retell some of the writings of Homer, such as the Odyssey Understand some of the impact of Greek thinkers on philosophy. Know the names of Socrates, Plato and Aristotle <p>Primary sources of Information</p> <ul style="list-style-type: none"> Images of artefacts and architectural details <p>Chronology</p> <ul style="list-style-type: none"> Place Greek civilisation on a time line in relation to pre-history, Egyptian history (including Egypt/Greece overlap), and modern British History (Great Fire of London and Victorian era) <p>Think analytically</p> <ul style="list-style-type: none"> Investigate etymology of contemporary words and their Greek origins. Consider the impact of Sparta's victory and how this may have changed ancient Greece. Differentiate between primary and secondary sources <p>Concepts/Vocabulary</p> <p>Democracy, Civilisation, Mythology, Symposium, Pillar, Column, Pediment, Capital, Doric, Ionic, Corinthian, Classical, Nation, City-State, Assembly, Classical Period, Hellenistic Period, Tyrant, Acropolis, Agora, polis, citizen, academy, wisdom, philosophy</p>	<p>Enquire and explain</p> <ul style="list-style-type: none"> Retell creation myth of the Roman civilisation in Romulus and Remus Understand the roots of the Roman Empire in the Roman Republic Know who Julius Caesar was, and his role in the invasion of Britannia and the transition from Roman Republic to Empire Identify Octavian (Augustus) as first true Emperor Identify Septimius Severus as an Emperor of African origin, and the overseer of London's walls, and know that he lived and died in Britannia. Understand the characteristic features of Roman Britain, including the ideas, beliefs, attitudes and experiences of men, women and children. Describe the organisation of the Roman army into legions, and discuss tactics developed by the Romans Retell the events surrounding the eruption of Vesuvius in 79 AD Understand technological developments brought to Britain by the Romans including road building, water supply, and heating <p>Primary sources of Information</p> <ul style="list-style-type: none"> Maps detailing the expansion of the Roman Empire Images of artefacts and buildings Artefacts and remains in Verulamium <p>Chronology</p> <ul style="list-style-type: none"> Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade Place Roman civilisation on a time line in relation to pre-history, Egyptian history, Greek history (including the overlap of Egypt, Greece and Rome), and modern British History (Great Fire of London and Victorian era) 	<p>Enquire and explain</p> <ul style="list-style-type: none"> Understand how to find out about the events, people and changes of life in Britain during the Second World War Understand the main features of the period: the blitz, propaganda, rationing, evacuation, community, role of women. Understand the reasons children were evacuated during World War II, whether from British cities or from other countries <p>Primary sources of Information</p> <ul style="list-style-type: none"> Posters and announcements/speeches from government sources (from a range of countries) News reports photos Personal recounts from eyewitnesses (evacuees, soldiers) <p>Chronology</p> <ul style="list-style-type: none"> Place significant events in chronological order, with understanding of how one may have led to the next Place World War II on a timeline alongside previously taught periods of history; and understand that it was relatively recent. <p>Think analytically</p> <ul style="list-style-type: none"> Analyse Propaganda and news and discern its creator, intended audience and feelings/opinions Understand that opinion can affect how information is presented Compare child evacuees to other reasons for migration: economic or fleeing war, weather, oppression <p>Concepts/Vocabulary</p> <p>propaganda, rationing, evacuation, blitz, international, migrate</p>

<p><u>Visits</u></p> <ul style="list-style-type: none"> • Elgin Marbles, British Museum (closed for years - virtual or general gallery visit) 	<ul style="list-style-type: none"> • Grasp the long period of Roman dominance in Western history • Know approximate dates of Roman occupation in Britain (43-410 AD) • Know that Julius Caesar was killed on 15 (Ides) March, 44BC <p><u>Think analytically</u></p> <ul style="list-style-type: none"> • Understand the reasons for, and results of, the Roman invasion of Britain. • Understand the reasons for the Roman withdrawal and the fall of the empire. • Investigate the impact of Roman innovation on the lives of Britons: architecture, infrastructure, rule of law, everyday life. • Discuss SPQR as the Roman motto and trace its wide use from antiquity to present day • Discuss Septimius Severus as a man of African origin, and how this might affect conceptions of Roman history and culture • Discuss how the Roman invasion changed daily life for many Britons • Differentiate between primary and secondary sources • Compare and contrast ancient Rome with Greece and Egypt <p><u>Concepts/Vocabulary</u></p> <p>Empire, Hypocaust, Aqueduct, Forum, Colosseum, Gladiator, Citizen, slave, Emperor, Legion, Mosaic, Plebeian, Senate, Toga, Hadrian's Wall, Centurion, Tunic, republic, consul, representative, frontier, defence, centurion, legion, aqueduct</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> • Verulamium Museum, St. Albans 	<p><u>Visits</u></p> <ul style="list-style-type: none"> • Anderson shelter in our school allotment • Residential at Tolmers (departure will mimic evacuation from London to countryside)
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