

Progress Document- Romans- Year 4			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
Chronology-Long arc of development-significant events - The process of change- the impact on our society	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. Give a broad overview of life in Britain from ancient until medieval times. 	Chronology-Long arc of development-significant events	<ul style="list-style-type: none"> Use dates and terms to describe events.
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concept of change over time, representing this, along with evidence, on a time line. 	Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Interpretations of the past-	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest causes and consequences of some of the main events and changes in history 	Interpretations of the past- the process of change- the impact on our society	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest causes and consequences of some of the main events and changes in history
Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
National Curriculum Links			Key Vocabulary
<ul style="list-style-type: none"> The Roman Empire by AD 42 and the power of its army. British resistance, for example, Boudicca. The impact the Roman invasion had on Britain. 			Empire, emperor, legion, senate, century, consul, Barbarian
Key Knowledge			Enhancements and links with other subjects
<ul style="list-style-type: none"> 43 AD Romans invade Britain and it becomes part of the Roman Empire. 50 AD London is founded 61 AD Boudicca leads the Iceni in revolt against the Romans Romans influenced coins, trade, road influences. 401-410 AD The Romans withdraw from Britain: Anglo-Saxon migrants begin to settle. 			<ul style="list-style-type: none"> History workshop Re-enacting Roman military approaches Links to Anglo Saxon unit year 3
End of next years expectations			
Chronology-Long arc of development-significant events -The process of change- the impact on our society	<ul style="list-style-type: none"> Use dates and terms to describe events. Place events, artefacts and historical figure on a time line using dates. Suggest causes and consequences for some of the main events Understand the concept of change over time, represent this along with other evidence, on a timeline. 		
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe the social, ethnic, cultural diversity of a past society. Compare those studied with other areas of interest around the world. 		
Interpretations of the past-	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry to gain a more accurate understanding. Suggest suitable sources of evidence for historical enquires 		
Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy and numeracy computing skills to an exceptional standard in order to communicate information from the past 		