ST PHILOMENA'S PRIMARY SCHOOL
HISTORY MEDIUM TERM PLANNING — YEAR 4
2026–2027

CURRICULUM INTENT AND PROGRESSION	Teaching builds on prior learning and the planned progression of substantive knowledge (significant people, events, periods and concepts) and disciplinary knowledge (how historians investigate, interpret and explain the past). Identified sticky knowledge and vocabulary are explicitly taught and revisited.
CULTURAL CAPITAL	Pupils encounter significant people, events and experiences from different periods and cultures through artefacts, photographs, stories and accounts. Where appropriate, visits, local history and links with the wider community enrich historical understanding.
HISTORICAL THINKING AND ENQUIRY	Pupils develop chronological understanding, recognise similarities and differences, identify change and continuity, and explain the significance of people and events. They use historical sources to ask and answer questions about the past.
ASSESSMENT FOR LEARNING	Teachers use targeted questioning, retrieval practice, discussion of sources and spoken, drawn or written responses to assess understanding. Misconceptions are addressed and pupils are assessed against intended knowledge and enquiry end points, not factual recall alone.
ADAPTATION AND SEND	Teaching is adapted through appropriate scaffolding, visual resources, practical experiences, explicit vocabulary teaching and targeted support. Additional challenge deepens historical thinking. Adaptations maintain ambitious expectations for all pupils.
KS2 PUPILS SHOULD BE TAUGHT	• Changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England. • A local history study; a study of an aspect or theme in British history extending pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilisations, including an in-depth study of one; Ancient Greece and its influence. • A non-European society that provides contrasts with British history. Pupils develop chronological understanding, frame historically valid questions, analyse sources, identify connections and contrasts, and construct informed responses.

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AUTUMN — THE ROMANS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	To learn about where the Romans came from and how the city of Rome became the centre of a huge empire.	To identify reasons why the Romans invaded Britain and to recall key facts about the invasions.	To understand why and how the Romans built new roads and new towns in Britain.	To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.	To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there. BLACK HISTORY MONTH	To examine Roman villa complexes in Britain and the way of life in a countryside villa. To understand the lasting impact of the Roman Empire on Britain.

KEY VOCABULARY	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion). Substantive Knowledge – What children should know and remember. - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. - The Romans' legacy can be seen in many places around Britain today.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Start to explain the impact of some changes that have happened throughout different periods of time. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. - Start to understand that there are times in history when change happens suddenly. Cause and Consequence: Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. Similarities and Differences: Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. Historical Significance: Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. Historical Investigations: use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past. Chronological Understanding: - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Knowledge and Understanding of Events and People in the Past: find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. Presenting, Communicating and Organising: - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies). Substantive Concepts and Historical: build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
PROGRESSION OF SKILLS	• Develop chronological understanding by placing the Roman period accurately alongside previously studied periods and using BC/AD dates and terms. • Build on earlier work on rulers and significant events by explaining the causes and consequences of the Roman invasion and its long-term impact on Britain. • Develop comparison by explaining similarities and differences between Roman and Celtic life, and between different groups within Roman Britain. • Use a wider range of evidence, including maps, artefacts, buildings, written accounts and archaeological evidence, to investigate the past and consider different perspectives, such as those surrounding Boudicca's rebellion. • Explain historical significance and legacy by identifying how Roman roads, towns, buildings and ideas have influenced Britain today, using increasingly precise historical vocabulary.
PREVIOUS LEARNING	• Year 2 – Kings and Queens: Children developed knowledge of rulers, monarchy, power and significant individuals, providing a foundation for learning about emperors and the Roman Empire. • Year 3 – Stone Age to Iron Age: Children explored a long period of British prehistory, including changes in technology, farming and settlement, and used archaeological evidence to find out about the past. • Year 3 – Ancient Egypt: Children studied an ancient civilisation and used evidence to investigate society, rulers and beliefs, supporting comparison with another ancient civilisation.

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SPRING — VIKINGS & ANGLO-SAXONS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	I can explain when and where the Vikings came from and why they raided Britain.	I can compare the significance of Anglo-Saxon kings during the Viking period.	I can explain who King Ethelred II was and say when and why Danegeld was introduced.	I can identify and explain key aspects of Viking life.	I can explain how the legal system worked in AngloSaxon and Viking Britain.	I can explain how the last Anglo-Saxon kings shaped Britain.

KEY VOCABULARY	Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict). Substantive Knowledge – What children should know and remember. - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. -The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. - Anglo-Saxon kings made continuous attempts to regain land from the Vikings. - Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. - In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence: Examine in more detail the short and long term causes of an event being studied. - Understand that the consequences of one historical event can sometimes become the causes of another. Similarities and Differences: Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. Historical Significance: Understand that what we consider to be significant can change throughout different periods. - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. Historical Investigations: - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding: order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. Knowledge and Understanding of Events and People in the Past: identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising: present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period. Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. .
PROGRESSION OF SKILLS	• Extend chronological understanding by locating the Anglo-Saxon and Viking periods in relation to the Romans and the wider sequence of British history. • Develop cause and consequence by examining why Vikings raided and settled, why Danegeld was introduced and how one event could lead to further change. • Strengthen comparison by explaining similarities and differences between Anglo-Saxon and Viking life, leadership and legal systems, including differences across places at the same time. • Develop historical significance by explaining the importance of rulers such as Alfred, Æthelred II and Harold and identifying key turning points, including 1066. • Use and evaluate a wider range of primary and secondary sources, beginning to question reliability and explain why different accounts or interpretations of the past may differ.
PREVIOUS LEARNING	• Year 2 – Kings and Queens: Children developed knowledge of monarchy, succession and significant rulers, providing a foundation for studying Anglo-Saxon kings. • Year 3 – Stone Age to Iron Age: Children developed chronological understanding across a long period and explored changes in settlement, society and technology. • Year 4 – The Romans: Children learnt about invasion, conquest, empire, settlement and the long-term impact of the Romans on Britain. This provides the immediate chronological foundation for understanding what happened in Britain after Roman rule.

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SUMMER — CRIME AND PUNISHMENT : THROUGH TIME (ROMANS, ANGLO-SAXONS, TUDORS AND VICTORIANS)

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	I can understand some of the terms used in crime and punishment. • I can find out about what the Romans believed about crime and punishment	I can find out how the legal system worked in AngloSaxon Britain. • I can compare both the modern British and Roman justice system with that of the Anglo-Saxons	I can find out about different punishment methods that were popular during the Tudor period.	I can find out about the life of Dick Turpin based on historical sources.	I can understand the experiences of Victorian prisoners.	I can reflect on what I have learnt about the history of crime and punishment in Britain. • I can compare modern methods of crime prevention and detection with what existed in the past

KEY VOCABULARY	Bobbies/peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, trial, victim.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Government, law, nation/country, religion, ruler. Substantive Knowledge – What children should know and remember. - Crime is an action that breaks a law, and laws and ideas about what is considered a crime have changed over time. -Different societies, including the Romans, Anglo-Saxons and Tudors, developed different legal systems to maintain law and order. -What behaviours were considered crimes at different times. – Who made and enforced the laws? – How and why were criminals punished. – Were laws and punishments fair to everyone? – What has changed and what has remained similar.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Identify key things that stayed the same between periods. - Identify key things that changed between periods. Similarities and Differences: Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Historical Significance: Identify historically significant people and events from a period of history and give some detail about what they did or what happened. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Historical Investigations: Use a range of primary and secondary sources to find out about the past. - Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. - Regularly address and sometimes devise own questions to find answers about the past. - Begin to undertake their own research. Knowledge and Understanding of Events and People in the Past: Find out about the everyday lives of people in the time periods being studied and compare with our life today. - Explain how people and events in the past have influenced life today. - Identify key features, aspects and events of the time studied. - Describe connections and contrasts between aspects of history, people, events and artefacts studied.
PROGRESSION OF SKILLS	• Apply chronological understanding across several historical periods by comparing the Romans, Anglo-Saxons, Tudors and Victorians and identifying patterns of change and continuity over time. • Develop substantive understanding by comparing how laws, crimes, detection and punishments changed, while identifying features that remained similar. • Strengthen cause and consequence by explaining why attitudes to crime and punishment changed and how social, political and religious developments influenced legal systems. • Compare different perspectives and experiences, considering fairness and how laws and punishments could affect different people in different ways. • Use a range of primary and secondary sources to investigate individuals such as Dick Turpin and the experiences of Victorian prisoners, recognising that accounts and interpretations may differ and communicating conclusions using precise historical vocabulary.
PREVIOUS LEARNING	• Year 1 – The Gunpowder Plot: Children explored a historical event linked to treason, law, punishment, monarchy and differing perspectives. • Year 3 – Tudors: Children learned about Tudor rulers, religion, power and historical change, providing direct knowledge of one of the periods studied in this unit. • Year 4 – The Romans: Children explored Roman ideas about law, power and society, as well as Boudicca's rebellion, providing direct substantive knowledge for the Roman comparison.