

Yr4	2.1	WDIKA Romans	Who were the Romans? When did they invade Britain?	What the Romans introduced	Key Events of the Roman invasion	The legacy of the Romans	Assessment	Understand how the Romans contributed to the development of Britain.	Invasion, conquer, empire, emperor, centurion, fort, legion, Julius Caesar, legionary, architecture, legacy
	<p>Year 4 I can use terms related to the period and begin to date events I can use evidence to reconstruct life in time studied</p> <p>Year 3 I can place the time studied on a time line I can use dates related to the passing of time</p>								
	2.2	WDIKA Roman Lifestyles	What Romans left behind in Leicester and beyond (Jewry Wall, Roman bath, Paved roads)	Explain how the town developed with Roman influence.	Look at similarities and differences between Leicester then and now.	Assessment	Know the legacy of the Roman's in our location.	Invasion, conquer, empire, emperor, centurion, fort, legion, Julius Caesar, legionary, architecture, legacy	
<p>Year 4 I can use evidence to reconstruct life in time studied I can offer a reasonable explanation for some events</p> <p>Year 3 I can place the time studied on a time line I can find out about everyday lives of people in time studied</p>									

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Yr4	3.1	WDIKA What do these artefacts tell us?	Timeline of invasion of Romans, A. Saxons and Vikings	Regions that they invaded	What made King Alfred 'Great'	How did they live?		How Britain has been invaded in the past and the legacy of the invasions.	Invasion, archaeologist, chronicle, conversion, monastery, interpretation, monarchy, settlement
<p>Year 4 I can look at the evidence available I can use terms related to the period and begin to date events.</p> <p>Year 3 I can observe small details- artefacts, pictures I can use a range of sources to find out about a period.</p>									
	3.2	WDIKA Vikings	Who were the Vikings? Viking invasion – raid on Lindisfarne monastery	Viking invasion and what they wanted	Vikings boat technology		How Vikings were advanced.		Raid, monk, monastery, migrate, runes, longhouses, saga, Lindisfarne
		<p>Year 4 I know the period in which the study is set I can ask a variety of questions I can use the library, e-learning for research.</p> <p>Year 3 I can ask and answer questions I understand why people may have to do something.</p>							

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Year 3		Year 4	
Chronology	I can place the time studied on a time line I can sequence events or artefacts I can use dates related to the passing of time	I can place events from period studied on a time line C1 I can use terms related to the period and begin to date events C2 I can understand more complex terms e.g. BC/AD C3	
Knowledge	I can find out about everyday lives of people in time studied I can compare with our life today I can identify reasons for and results of people's actions I understand why people may have had to do something I can study change through the lives of significant individuals	I can use evidence to reconstruct life in time studied K1 I can identify key features and events I can look for links and effects in time studied K2 I can offer a reasonable explanation for some events K3 I can develop a broad understanding of ancient civilisations K4	
Interpretation	I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources and evaluate their usefulness I can look at representations of the period	I can look at the evidence available I1 I can begin to evaluate the usefulness of different sources I2 I can use text books and historical knowledge I3	
Enquiry	I can use a range of sources to find out about a period I can observe small details – artefacts, pictures I can select and record information relevant to the study I can begin to use the library, e-learning for research I can ask and answer questions	I can use evidence to build up a picture of a past event E1 I can choose relevant material to present a picture of one aspect of life in time past E2 I can ask a variety of questions I can use the library, e-learning for research E3	
Organisation and Communication	I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama	I can select data and organise it into a data file to answer historical questions OC1 I know the period in which the study is set OC2 I can display findings in a variety of ways OC3 I can work independently and in groups to discuss and record historical information OC4	