

Knowledge Milestones: History – Y4

Year 4 – Key Milestones

Topics Cycle A	Autumn 1: Ancient Egyptians	Spring 1: Romans	Summer 1: Local History – Industrial Revolution and the impact on the city. Manufacturing à Armley Mills / Victorian's and Manufacturing.
Cycle B	Autumn 1: Ancient Maya	Spring 1: Stone Age – Iron Age Boudicca à Celtic Warrior Queen	Summer 1: Modern Culture and History – changes since 1950's à NOW

Cycle A	Autumn 1: Ancient Egyptians
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<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can locate the Ancient Egyptian period on a timeline including the Victorians, the great Fire of London, the Maya, WW1 and the Moon Landing. • I know that the Ancient Egyptian Era lasted over 3000 years. • I can locate Egypt and the Nile on a map and globe. • I can explain how the climate and landscape affected daily life in Ancient Egypt (clothing, homes and farming) • I can name a number of Egyptian gods (including Anubis) and compare the different powers they were believed to have. • I can explain how we know about different Egyptian gods and goddesses. • I can explain who built the pyramids and why and I know what they tell us about Egyptian beliefs. • I can explore what happened to Tutankhamun and explain why there are different ideas about how he died. • I can answer questions about life in Ancient Egypt using my knowledge of different artefacts. • I can use specific vocabulary to describe the process of mummification based on what I have learned from different sources of information. • I can translate hieroglyphics and write short sentences using them. <p>Meeting (all emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can use more complex time terms, such as 'BCE'/AD' and period labels and terms. • I can use dates to sequence events from the Ancient Egyptian Era. • I can say how life changed throughout the Ancient Egyptian Era and suggest why this happened. • I can compare gods and goddesses using specific detail and vocabulary. • I can explore the questions: ' How did Tutankhamun die?' or 'Did the Ancient Egyptians really look like their art work?' and explain how I have reached my conclusions. • I can explain how reliable an artefact or resource is at giving us information about life in Ancient Egypt. • I can describe the process of mummification in detail using accurate terminology. • I can explain the importance of the Rosetta Stone in allowing us to understand hieroglyphics and can consider the propriety of it being kept in the British Museum in London. <p>Exceeding (all other milestones plus the following):</p> <ul style="list-style-type: none"> • I understand the meanings of CE/BCE and why this terminology has been adopted. • I can identify that the Ancient Egyptian era was taking place at the same time as the Ancient Maya and the Bronze/Iron Age in Britain. • I can compare the Ancient Egyptian way of life to that of the Ancient Maya and Bronze and Iron Age Britain and identify similarities in developments. • I can consider different viewpoints of a significant event and recognise that there answers may not be fixed (e.g. Tutankhamun recent development that he died from a broken leg after scanning the mummy took place.)
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- I can ask questions about significant people (Tutankhamun); places (the pyramids) and events (mummification); investigate the answers using a variety of resources and artefacts and present my learning in clearly in different media.
- I can understand the importance of the Rosetta Stone in history and can debate the propriety of so many Egyptian Artefacts being housed in museums in the UK.

Cultural diversity/gender equality

Mara, Daughter of the Nile - Eloise McGraw

“Mara is a proud and beautiful slave girl who yearns for freedom in ancient Egypt, under the rule of Queen Hatshepsut. Mara is not like other slaves; she can read and write, as well as speak the language of Babylonian”.



Cycle A	Spring 1 Romans	
Knowledge specific milestones	<p>Emerging:</p> <ul style="list-style-type: none"> I can locate the Roman period on a timeline including the Victorians, the great Fire of London, the Maya, WW1 and the Moon Landing I can explain that the Roman Empire began in Italy. I know that the Romans invaded Britain 3 times and left Britain by 410 AD. I can explain that the Romans invaded Britain because they were looking for land, slaves and metals. I can explain that the Romans left Britain to defend their homes in Italy. I can explain how the British resisted the Roman invasion. I can compare the lives of rich and poor Romans. I can make links between buildings in Roman times and their daily life including religious beliefs. I can use different sources of information to explain how Roman inventions changed life in Britain (as above including calendar, laws and census). <p>Meeting (all emerging milestones plus the following):</p> <ul style="list-style-type: none"> I can use more complex time terms, such as 'BCE'/AD' and period labels and terms. I can use dates to sequence events from the Roman Era. I can name other countries in the Roman Empire. I can explain the Brits' point of view of about the Roman invasion and explain how their lives changed because of this. I can say how life changed in Britain throughout the Roman Era and suggest how life may have been different if the Romans had not invaded. I can explain how reliable an artefact or resource is at giving us information about life in Roman times. <p>Exceeding (all other milestones plus the following):</p> <ul style="list-style-type: none"> I understand the meanings of CE/BCE and why this terminology has been adopted. I can identify that the Roman era was taking place at the same time as the Ancient Maya and the Ancient Egyptian Eras. I can compare the Roman way of life to that of the Ancient Egyptians or Maya (developing an empire vs staying in one place) and can explain why the Romans developed these opportunities. I can consider different viewpoints of a significant event (Roman Invasion) and explain the behaviour of different groups of people. I can use a variety of artefacts and evidence to explain how the Romans lived in Britain and how this change the life of the British people. I can give my opinion about whether the Roman invasion of Britain was a good thing or not. 	
Cultural diversity/gender equality	Boudica's Army – Hilary McKay	

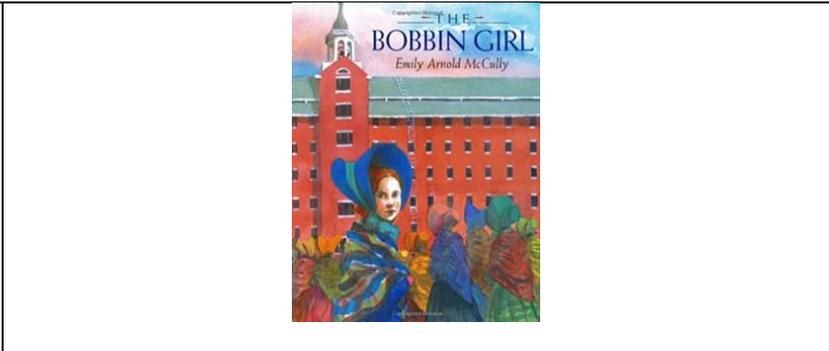
Cycle A **Summer 1**
Local History – Industrial Revolution and the impact on the city. Manufacturing at Armley Mills / Victorians and Manufacturing.

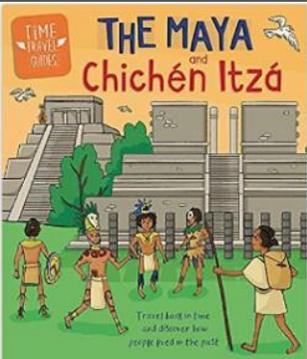
Knowledge specific milestones

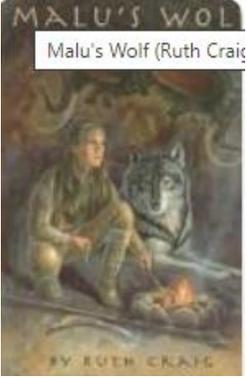
- Emerging:**
- I can locate the Industrial Revolution period on a timeline including the Maya, Egyptians, Romans, Victorians, the Moon Landing and Brunel.
 - I know that the Industrial Revolution took place between 1760 and 1840 in Britain.
 - I can name the rulers of Britain at the start and end of the Industrial Revolution (George III and Victoria).
 - I can explain why the Industrial Revolution happened and what changes occurred.
 - I know the difference between Primary and Secondary sources of information and which is most reliable.
 - I can compare the lives of a family in poverty and a family of factory owners.
 - I can make links between the events of the Industrial Revolution and the impact this had on life in Leeds and life in general today.
- Meeting (all emerging milestones plus the following):**
- I can use more complex time terms, such as 'BCE'/'AD' and period labels and terms.
 - I can locate major developments and significant people of the Industrial Revolution on a timeline.
 - I can give examples of events which led to the Industrial Revolution in Britain and explain why this is such an important period in history.
 - I can make a detailed comparison of the daily lives of factory workers and factory owners.
 - I can describe in detail how Leeds changed during the Industrial Revolution.
 - I can explain why a source of historical evidence might be biased.
 - I can comment on the impact which the Industrial Revolution continues to have today in developing countries and make links to being a global citizen (e.g. 'fast fashion' etc.).
- Exceeding (all other milestones plus the following):**
- I understand the meanings of CE/BCE and why this terminology has been adopted.
 - I can make links between different advancements in the Industrial Revolution and how this led to more developments (e.g. steam power – trains, machines).
 - I can lead my own investigation into life in the Industrial Revolution in Leeds by asking questions and using a variety of sources and evidence to answer these.
 - I can explain why a source of historical evidence might be biased and consider the impact which social class and gender has on this.
 - I can make links between the Industrial Revolution and the development of the British Empire. I can discuss the propriety of claiming land and countries as belonging to Britain and the wide ranging impacts which this still has on the world today
 - I can answer the question – Which era in history has had the biggest effect on life today? – giving examples to explain my opinion.

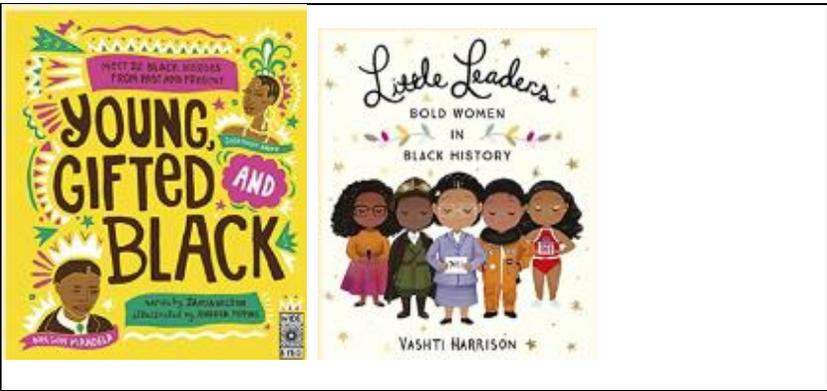
Cultural diversity/gender equality

The Bobbin Girl by Emily Arnold McCully



Cycle B	Autumn 1 Ancient Maya	
Knowledge specific milestones	<p>Emerging:</p> <ul style="list-style-type: none"> • I know that the Maya civilisation lasted for 3000 years and can place it on a timeline featuring the GFOL, Ancient Egypt, Romans and Industrial Revolution. • I can name 3 of the countries in Central America and can locate it on a world map. • I can ask questions about life for the Maya civilisation and use resources to research the answers. • I know about different Maya gods and what this tells us about their religious beliefs. • I can retell the Maya creation story. • I can explain the class structure of the Maya and the different roles in their communities • I can draw and label a Maya house and settlement. • I can explain how we know about the Ancient Maya Civilisation. • I can explain what happened to the Maya civilisation. <p>Expected:</p> <ul style="list-style-type: none"> • I can identify other historical eras which occurred within the same time period as the Maya (Ancient Egypt, Romans). • I can name the countries in Central America where the Ancient Maya lived and label them on a map. • I can explain what the climate and landscape are like in Mesoamerica and how this affected the Maya's way of life. • I can describe a Maya house and settlement using drawings and pictures. • I can describe the class structure of the Maya, the different roles in their communities and how this affected their daily life. • I can retell the Maya creation story and compare it to those from other traditions, identifying similar events. • I can explain why there are differing accounts of Maya history. • I can use 3 different factors to explain what happened to the Ancient Maya civilisation. • I can give one example of how the Maya have influenced modern life in Britain. <p>Exceeding:</p> <ul style="list-style-type: none"> • I understand the meanings of CE/BCE and why this terminology has been adopted. • I can make links between life in Ancient Maya and Ancient Egyptian Civilisations and compare them. • I can compare the religious beliefs of the Maya with Christian beliefs today. • I can explain how the Maya civilisation has influenced life in modern Britain giving a number of examples. • I can explain why there are differing accounts of Maya history and make links to the Rosetta Stone which unlocked the 'secrets' of Ancient Egypt. • I can describe what happened to the Maya Civilisation and make links to the development of the Spanish and British Empires. I can discuss the propriety of claiming land and countries as property and the wide ranging impacts which this still has on the world today 	
<u>Cultural diversity/gender equality</u>	The Maya and Chichen Itza - Ben Hubbard	

Cycle B	Spring 1 - Stone Age to Iron Age	
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> I know that the Stone Age began in 450 000 BC and ended in 43 AD. I can place the Stone Age on a timeline which includes Ancient Egypt, Ancient Maya, Romans, Victorians, Industrial Revolution, I can explain the meanings of <i>Palaeolithic</i>, <i>Mesolithic</i> and <i>Neolithic</i>. I can describe the differences between the Stone Age, Bronze Age and Iron Age and can identify artefacts from different eras. I can explain how we know about life in the Stone, Bronze and Iron Ages. I can describe in detail how the Celts lived (clothing, houses and jobs). I can explain why Boudicca is such a significant person in British history. I know that there are different accounts of Boudicca in history. I can explain how the Stone, Bronze and Iron Ages have affected life today (use of tools, settlements, pictures to recount history) <p>Expected:</p> <ul style="list-style-type: none"> I can identify other historical eras which occurred within the same time period as the Stone Age (Ancient Maya & Ancient Egypt). I can compare the Stone, Bronze and iron Ages giving detailed descriptions of similarities and differences. I can make links between developments in the Stone, Bronze and Iron Ages and explain how they have affected life today (development of tools, farming methods) I can compare features of the life of Celts to that of the Ancient Maya (buildings, farming) I can compare 2 accounts of Boudicca from history and explain why they are different. I can recount Boudicca's stand against the Roman Army. I can summarise the impact the Roman's had on Britain.' <p>Exceeding:</p> <ul style="list-style-type: none"> I know that the Ancient Maya and the Ancient Egyptians are stone-age civilisations and can compare their developments to those in Stone Age Britain. I can give a detailed explanation of why the Stone, Bronze and Iron Age are different using words and pictures. I can explain how the impact of the Stone, Bronze and Iron Ages can still be found in all areas of life in Britain today, giving examples. I can explain why Boudicca is such a significant person in British history (including reference to gender). I can explain why the Romans were able to conquer Celtic Britain. I can summarise how life changed for the Celts under Roman rule. 	
<p><u>Cultural diversity/gender equality</u></p>	<p>Malu's Wolf – Ruth Craig</p>	

Cycle B	Summer 1 - Modern Culture and History – changes since 1950's - NOW	
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> I can organise important eras in British History on timeline including Stone Age, Bronze Age, Iron Age, Romans, GFOL, Victorians, Titanic, WW2, I was born., Titanic, Brunel. I can organise important events in recent British History on a timeline and place them in the correct decade. I can ask historical questions about recent history and explore a range of sources to answer these. I can collect evidence about changes in life in recent history using a questionnaire and I can make suggestions about why people's answers to the questionnaire may be different. I can summarise how life has changed from the 1950s to the present day. I can describe in detail how aspects of life have changed in Britain in recent history (technology, fashion, vehicles, schools, food, children's lives, and music). <p>Expected:</p> <ul style="list-style-type: none"> I can make links between changes in technology and significant events in recent history (Invention of computers & moon landing, TV screening of events) I can compare findings from questionnaires and make links to changes in recent British History. I can suggest which sources of evidence are the most reliable. I can explain why sources of information may represent different points of view. I can gather information from a variety of sources to answer my questions about changes in recent history. I can suggest reasons for significant changes in recent history (e.g. more efficient machinery & cheaper transport meant closure of coal mines) and can discuss whether all advances in technology are a good thing (link to single use plastics). <p>Exceeding:</p> <ul style="list-style-type: none"> I can make links between changes in technology and significant events in recent history and describe the impact which I can compare findings from questionnaires and explain in detail why people's answers are different, making links to advances which have been made in technology. I can explain why sources of evidence may be unreliable. I can compare different accounts of an event and explain why they are different (Black Lives Matters Protests in 2020). I can comment on changes which have happened in recent history and consider the impact they have on the world e.g. cheaper cars - climate change. I can answer the question – Which era in history has had the biggest effect on life today? – giving examples to explain my opinion. 	
<p><u>Cultural diversity/gender equality</u></p>	<p>Little Leaders: Bold Women In Black History by Vashti Harrison</p> <p>Young, gifted and Black – Jamia Wilson</p> <p>Stevie Wonder, Oprah Winfrey, Sienna Williams</p>	 <p>The image shows two book covers. The left cover is 'Young, Gifted and Black' by Jamia Wilson, featuring a vibrant yellow background with illustrations of a young boy and girl. The right cover is 'Little Leaders: Bold Women in Black History' by Vashti Harrison, featuring a white background with illustrations of five diverse young girls in various outfits.</p>