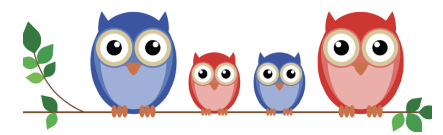


History Year 4

Unit: Ancient Greek civilisation: what is its most significant legacy?	Thread: Power, government and religion	NC Focus: Ancient Greece – a study of Greek life and achievements and their influence on the western world
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What were the key events of The Trojan War?	Who were the Ancient Greek philosophers and what did they bring to the modern world?	How have the Olympic games changed over the years?	How does modern British democracy compare with ancient Athenian?	What influence did Ancient Greeks have on our language and architecture?	What legacies are most significant?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>The Trojan War was a mythical conflict between the Ancient Greeks and Troy, a city most likely in modern day Turkey. The war began when a Trojan, Paris, kidnapped Helen from the Greek King Menelaus. The Greeks defeated the Trojans but their greatest warrior, Achilles, was killed. This myth was first written down as an epic poem called *The Iliad* by the Greek poet, Homer. *The Iliad* not only became a major part of Ancient Greek identity, but influenced literature and art through the ages.</p>	<p>Philosophy is the study of some of life's major questions, such as 'are humans naturally good or evil?' Ancient Greece was home to many philosophers including Socrates, Plato and Aristotle. Socrates encouraged the Ancient Greeks to think about morality and how society should work. His student Plato recorded many of his ideas and his own: he was interested in how states should be governed. Many of the ideas these philosophers had have continued to influence people and governments today.</p>	<p>The first Olympic Games were held at Olympia in 776 BCE in honour of the gods and as part of a wider religious festival. Ancient Greeks believed that they would offend the Gods if they were to cheat in the Games. Images on Ancient Greek pottery show us the sports that comprised the ancient Games and that only men could compete. The ancient Olympic Games have left a lasting legacy in the form of the modern Olympic Games. There are similarities and differences between the ancient and modern Olympic Games.</p>	<p>The first direct democracy started in Athens; there were three main institutions of this democratic system. The institutions were: the Ekklesia, the Boule and the Dikasteria - these were the Assembly, the Council and the Courts. Only male Athenian citizens could vote, so many people living in Athens were not involved in this democracy. Ancient Athenian democracy has left a lasting legacy in the form of modern British democracy. There are similarities and differences between Ancient Athenian democracy and modern British democracy.</p>	<p>The Ancient Greek language has had a great influence on English and other languages. The Greek alphabet has some similarities with the English alphabet; many English words have Greek prefixes or suffixes. The Ancient Greeks built grand buildings with distinctive features such as columns, friezes and ceremonial gateways. Many of these features are still seen in buildings today, showing that Ancient Greek architecture still has influence.</p>	<p>Historians sometimes use criteria to judge the significance of events, developments or people's actions. These include: how many people were affected; how well remembered it has been; how long lasting the effects were. Other criteria might be: how were people's lives affected; who has been affected? A good argument about the most significant legacy of Ancient Greece is likely to use some of these criteria. A good argument about the most significant legacy of Ancient Greece will use knowledge from across this unit.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered

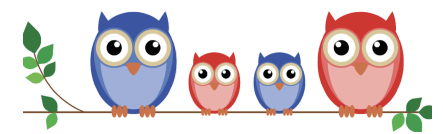


Distinguishing between myth and historical fact	Explaining how ideas influence society	Comparing ancient and modern societies	Comparing different political systems	Identifying long-term impact	Evaluating significance
Sequencing events chronologically	Identifying continuity and change	Identifying similarities and differences	Identifying similarities and differences	Using examples as evidence	Justifying opinions with evidence
Using stories as historical sources	Making links between past and present	Explaining change over time	Explaining cause and consequence	Explaining cultural influence	Comparing different types of legacy
Explaining significance	Using evidence to support explanations	Using evidence to draw conclusions	Using historical vocabulary accurately	Analysing artefacts and buildings	Making balanced judgements
Asking historically valid questions	Summarising key contributions	Evaluating what has stayed the same	Drawing reasoned conclusions	Making connections across time	Synthesising learning across the unit
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Troy, trojans, Achilles, Homer, The Iliad	Philosophy, philosopher, morality, reasoning, legacy	Olympia, Olympic Games, Festival, Legacy	Direct democracy, institutions, courts, elect, legacy	Influence, legacy, architecture	Significant, criteria, judgement, legacy

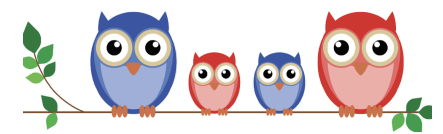
History Year 4

Unit: The Romans - What impact did the Romans have on Britain?	Thread: Empire, persecution and resistance	NC. Focus: the Roman Empire and its impact on Britain
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
How did the Romans invade Britain during Emperor Claudius' reign?	What caused Boudica's rebellion?	How did religion change in Britain once the Celts were conquered?	What sort of buildings did the Romans introduce to Britain?	How many towns in Britain did the Romans design?	How did life in Britain change once the Romans had settled?



Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>Emperor Claudius ordered the invasion of Britain in 43 CE to secure his position as emperor. The invasion was very successful due to the strengths of the Ancient Roman army. Ancient Roman legionaries were highly trained, well equipped and disciplined soldiers. The legionaries used superior tactics alongside fort building to defeat the British tribes.</p>	<p>Despite the Ancient Romans' initial success in the south, other British Celts resisted the further Roman campaigns. While some kings, like Caratacus, were crushed, others chose to become client rulers to avoid bloodshed. Boudica was the queen of the Iceni tribe in East Anglia; she rebelled and destroyed Colchester and London. Boudica united with other tribes in southern England and outnumbered the Ancient Roman Legions that marched to meet her. Despite her numerical advantage, Boudica's army was defeated by superior Ancient Roman tactics and her rebellion ended.</p>	<p>Like the Ancient Romans, whose beliefs had been influenced by the Ancient Greeks, the Celtic people were polytheistic. In Britain, the Ancient Romans introduced their own gods and wiped out the druids (Celtic religious leaders) in 60CE. Elsewhere the Ancient Romans were tolerant of Celtic religion, allowing it to continue alongside some of their gods. Evidence shows us that religious change was slow, and often in combination with existing beliefs.</p>	<p>Celtic buildings were usually thatched, wattle and daub roundhouses. Archaeologists can look at the remains of buildings to construct arguments about the impact of the Romans in Britain. Evidence of North African Roman soldiers has been found at Hadrian's Wall, a major Ancient Roman architectural feature. Caerwent, Trimontium and Bath are all places that have examples of the sorts of architecture the Ancient Romans built. Rich Ancient Romans built villas in the British countryside with expensive mosaics and hypocaust systems for heating.</p>	<p>The largest settlements built by the Celts were small hillforts. The Ancient Romans introduced towns, connected by roads across Britain. Cirencester (Corinium Dobunorum) was Roman Britain's second largest town. Towns like Cirencester were designed in grids with the forum in the centre and some had aqueducts. Some big towns like Cirencester had amphitheatres which were used for public entertainment.</p>	<p>Many Celtic people adopted Ancient Roman ways of life, but some resisted. Ancient Roman religions were adopted in Britain but often overlapped with older beliefs. Ancient Roman town building created major urban centres for the first time, connected by paved roads. Roman settlement meant that people and goods from many countries travelled to Britain e.g. the Ivory Bangle Lady. Many aspects of life changed for people in Britain, and resistance to Ancient Roman rule and culture varied.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Sequencing events chronologically</p> <p>Explaining cause and consequence</p> <p>Using evidence to explain military success</p> <p>Interpreting historical accounts</p> <p>Using historical terminology accurately</p>	<p>Identifying multiple causes</p> <p>Explaining short- and long-term causes</p> <p>Evaluating significance of events</p> <p>Using evidence to justify explanations</p> <p>Constructing clear historical arguments</p>	<p>Identifying continuity and change</p> <p>Explaining how beliefs influence society</p> <p>Comparing different belief systems</p> <p>Interpreting evidence from artefacts</p> <p>Drawing supported conclusions</p>	<p>Analysing archaeological evidence</p> <p>Explaining the purpose of structures</p> <p>Identifying cultural influence</p> <p>Comparing Roman and Celtic lifestyles</p> <p>Using evidence to support explanations</p>	<p>Using maps and spatial evidence</p> <p>Identifying patterns in settlement</p> <p>Explaining how infrastructure supports society</p> <p>Comparing Roman and pre-Roman settlements</p> <p>Drawing conclusions from evidence</p>	<p>Identifying long-term impact</p> <p>Explaining continuity and change</p> <p>Evaluating the significance of Roman rule</p> <p>Synthesising learning across the unit</p> <p>Making balanced judgements using evidence</p>

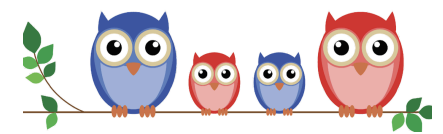


Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Triumph, invade, legionaries, tactics	Celtic, rebellion, client ruler, Boudica	Polytheism, barbarian, druids, ancestor	Thatched, wattle and daub, hadrian's wall, hypocaust system	Hillfort, amphitheatre, forum, aqueduct	Romano-British, Ivory Bangle-Lady

History Year 4

Autumn: An overview of where and when the first civilisations appeared, using Ancient Summer as a lens through which to compare these civilisations	Thread: Invasion, migration and settlement	NC Focus: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What was the area of Mesopotamia like?	How did farming in Mesopotamia led to the growth of trade, writing and building?	What are the ancient cradles of civilisation?	What are the similarities and differences between the art made by some early civilisations?	What are the similarities and differences between the early civilisations, religions and writing systems?	How were early civilisations similar?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
Around 3,000 years before Jesus was born, an ancient civilisation was flourishing between two large rivers. It was called Sumer, and it sat between the Tigris and the Euphrates rivers in a place called Mesopotamia. These rivers made it an ideal place to grow crops due to the soil being fertile, just like the Nile in Egypt. The Sumerians did not just rely on the flooding of the	Mesopotamian civilisations like the Sumerians were able to trade their extra food with people who lived far away. Archaeologists think that as these civilisations traded more they needed a way of recording what was being traded. They began to write down and count what they were giving and receiving in a special writing called cuneiform.	Mesopotamia and the Nile were not the only places where people stopped moving around and settled down to farm. In Asia, other civilisations developed in the Indus River Valley and the Yellow River Valley. Historians and archaeologists sometimes use the phrase 'cradles of civilisation' to describe these places.	The early civilisations that developed in the 'cradles of civilisation' all produced art and beautiful objects. They carved statues out of stone or formed them from clay. They made pottery and painted or pressed decorative patterns into them. When they discovered how to mix tin and copper to make bronze, this was used	Despite having different gods and goddesses, all of these ancient civilisations built special religious buildings. Many of them, like the Shang, the Egyptians and the Indus people, offered sacrifices to their gods. All of these civilisations produced writing about trade, religion, laws and rulers. Archaeologists and historians have managed	All of these early civilisations left a nomadic lifestyle because they found ways of farming fertile ground near rivers. All of them built permanent places to live like cities, along with other buildings for the purpose of religion. All of these early civilisations traded with people from far away and developed their own forms of writing. All of these early civilisations made bronze and used this



<p>rivers to make farming better. They built ditches and channels to divert water from the rivers to their fields, creating a reliable water supply.</p>	<p>Because their farming was productive, they could stay in one place, and so they built cities with large stone buildings. Some of the biggest of these stone buildings were called ziggurats, which were large, stepped religious buildings</p>	<p>As in Egypt and Mesopotamia, the people of the Indus and the Yellow River Valleys channeled water for farming. As in Egypt and Mesopotamia, the people of the Indus and the Yellow River Valleys created cities and art.</p>	<p>to make many pieces of art. Despite similarities in how they were made these civilisations all had their own styles of art</p>	<p>to understand this writing, apart from that of the Indus Valley civilisation.</p>	<p>metal for tools, weapons and artwork. Despite all these similarities, all of these early civilisations had different styles of writing, building and art.</p>
<p>Key skills covered</p>	<p>Key skills covered</p>	<p>Key skills covered</p>	<p>Key skills covered</p>	<p>Key skills covered</p>	<p>Key skills covered</p>
<p>Using maps to identify geographical features</p> <p>Explaining how geography influences settlement</p> <p>Describing cause and consequence</p> <p>Using historical vocabulary accurately</p> <p>Interpreting environmental evidence</p>	<p>Explaining cause and effect in sequence</p> <p>Making links between developments</p> <p>Understanding economic growth</p> <p>Using evidence to support explanations</p> <p>Constructing clear historical explanations</p>	<p>Understanding chronology across early civilisations</p> <p>Comparing different civilisations</p> <p>Identifying similarities and differences</p> <p>Using historical terminology precisely</p> <p>Drawing conclusions from evidence</p>	<p>Analysing artefacts as historical sources</p> <p>Comparing cultural expression</p> <p>Identifying patterns across societies</p> <p>Using evidence to justify comparisons</p> <p>Explaining cultural significance</p>	<p>Comparing belief systems</p> <p>Explaining how religion shaped society</p> <p>Analysing written evidence</p> <p>Identifying continuity and diversity</p> <p>Making supported comparisons</p>	<p>Synthesising knowledge across a unit</p> <p>Identifying overarching patterns</p> <p>Evaluating common features of civilisation</p> <p>Making reasoned generalisations</p> <p>Communicating balanced conclusions</p>
<p>Key vocabulary</p>	<p>Key vocabulary</p>	<p>Key vocabulary</p>	<p>Key vocabulary</p>	<p>Key vocabulary</p>	<p>Key vocabulary</p>
<p>Civilisation, Sumer, Mesopotamia, reliable, surplus</p>	<p>Trade, record, cuneiform, ziggurat</p>	<p>Nomadic, cradle, similarity</p>	<p>Art, pottery, clay, bronze</p>	<p>Decipher, sacrifice</p>	<p>Permanent, style</p>