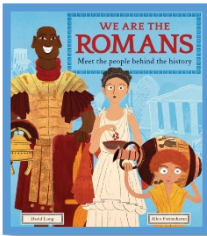
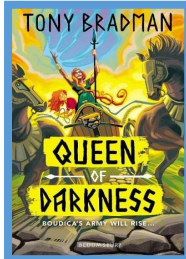
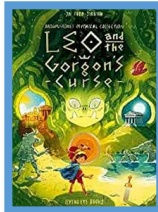
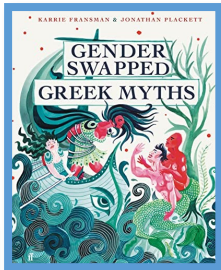
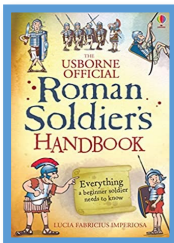
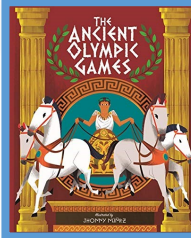




YEAR 4

HISTORY CURRICULUM

Year 4 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes	Topics of Study-Substantive Concepts
<ul style="list-style-type: none"> The Roman Empire and its impact on Britain. Ancient Greece – a study of Greek life and achievements and their influence on the Western World. 	<ul style="list-style-type: none"> Romans in Britain: Invasion and Empire/ Communication and Invention/Settlements Ancient Greece: Invasion and Empire/Settlements and Social History/Invention
Key Historical Knowledge and Understanding	Vocabulary
<ul style="list-style-type: none"> The Ancient Greek empire was about 800BC to 146BC; it ended when the Romans defeated the Greeks. The history of Ancient Greece is divided into 3 different periods: Archaic, Classical and Hellenistic. The Greeks believed that Gods and Goddesses watched over them; they were like humans but lived forever and were much more powerful. Most of the Ancient Greeks lived by farming, fishing and trade but life was hard: farmland, water and timber for building were scarce. That's why lots sailed off to find new lands to settle. Greece was not one country but split into states and two were named Sparta and Athens. A system of rules called democracy were introduced in 507 BC. Only men were allowed to vote. Britain is a democratic society as citizens have the right to vote for who runs their country. The Ancient Greeks invented the Olympic games; the first Ancient Olympic Games were held in Olympia in 776BC. The ancient games were very different to the modern Olympic games: there were fewer events and only Greek-speaking men could compete. The Ancient Greek empire was about 800BC to 146BC; it ended when the Romans defeated the Greeks. Greece didn't really decline after the Romans had conquered as the Romans adopted and spread Greek culture. The Roman Empire lasted from 700BC to AD476. At the peak of its power Rome ruled over 45 million people across Europe, North Africa and Asia. The Iron Age ended with the final Roman invasion of Britain in AD43. Britain had lots of goods which the Romans wanted. The Roman emperor Julius Caesar made two failed attempts to invade Britain. Followed 100 years later by Emperor Claudius who took over the south of England. Scotland was the only area not conquered by the Romans. The Romans built new forts, new settlements and an extensive network of roads. They built new towns protected by walls with everything a citizen of Roman Britain could need inside: houses, shops, temples, meeting spaces, workshops and bathhouses. Before the Romans there was no written language in Britain. The Romans decided to believe in only one God and introduced Christianity to Britain too. Many of our buildings and how they are heated, the way we get rid of sewage and our roads were introduced by the Romans. 	<p>Timeline, BC/AD, century, decade, chronological, chronology, evidence, empire, Caesar, emperor, Colosseum, Rome, Roman Empire, Britannia, Gallia (Gaul) Latin, invasion, conquer, revolt, arena, amphitheatre, chariot, gladiator, centaur, resistance, invasion, defeat, conquer, rule, period, states, democracy.</p>
Quality Literature Links	
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Year 4 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
<p>Explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Explain how people and events in the past have influenced life today.</p>	<p>Explain similarities and differences between an aspect of society e.g. the religious beliefs of the Romans and native Britons.</p>	<p>Explain advancements in technology in Roman Britain.</p>	<p>Devise own questions to find answers about the past. Begin to undertake own research. Compare different accounts of an event and explain why they may differ.</p>	<p>Find and analyse a wide range of evidence about the past. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p>

PRIOR LEARNING LINKS

- **Y3: Stone Age-Iron Age:** Learnt about key features of life in Britain through the Stone Age to Iron Age - explored evidence sources from this time.
- **Y3 Ancient Egypt:** Learnt about ancient Egyptian society and beliefs. Importance of the River Nile to farming in Egypt.



FUTURE LEARNING LINKS

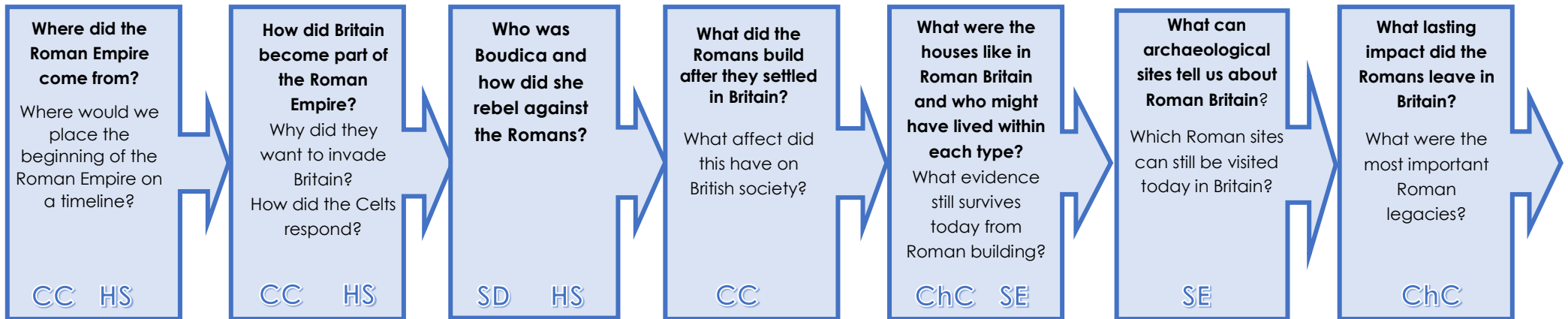
Y5 Anglo-Saxons and Scots: Learn how the Picts, Scots and Saxons raided Roman Britain and how the Anglo-Saxons began to settle alongside Britons in 450AD. Learn about the seven new kingdoms and life in Anglo-Saxon Britain.

Y5 Vikings: Learn about the Viking invasion in Britain and how we can learn about the lives of the Vikings using different historical evidence and sources. How Britain changed because of the Vikings.

Y6 World War II: Learn about Hitler's invasion of Poland and the impact that World War II had on society and the life's of everyday people.

Year 4 History
Unit of Learning: The Romans in Britain
Substantive Concept: Invasion and Empire/
Settlement/Invention
What motivated the Romans to invade Britain?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

PRIOR LEARNING LINKS

- **Y3 Stone Age-Iron Age:** Learnt about the earliest civilisations in Britain including, key features of life in Britain through the Stone Age to Iron Age - explored evidence sources from this time.
- **Y3 Ancient Egypt:** Learnt about the importance of the River Nile. Learnt about the beliefs of the Egyptians including the afterlife. Learnt about Egyptian society.



Year 4 History

Unit of Learning: The Ancient Greeks

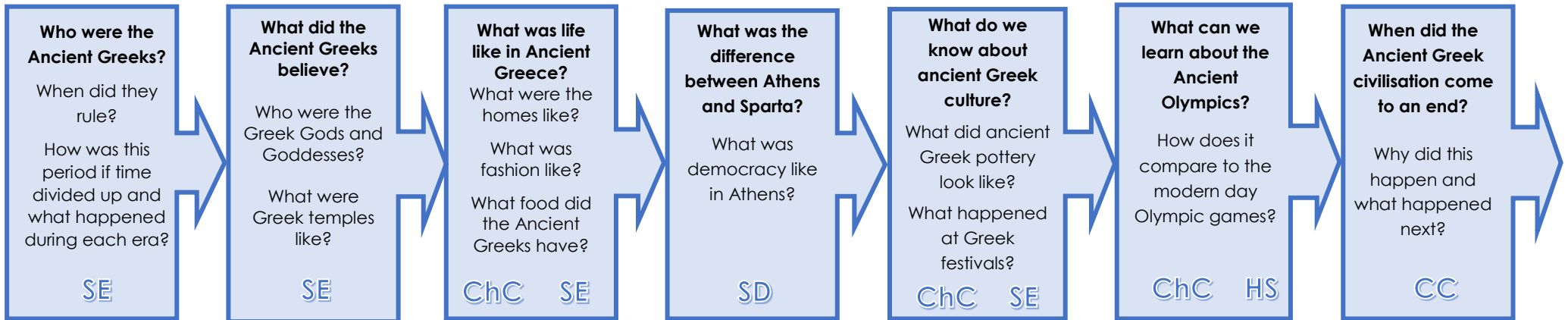
Substantive Concept: Invasion and Empire/Settlements
and Social History/Invention

What were the most important achievements of the Ancient Greeks?

FUTURE LEARNING LINKS

- **Y6 Ancient civilisations - Mayans:** Learn about the lives of Mayans, including how and where they have lived. The importance of farming. How their inventions impacted life today.

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

Year 4 Sequence of Knowledge

Key Knowledge and Vocabulary: Ancient Greece

<ul style="list-style-type: none"> * The Ancient Greek empire was about 800BC to 146BC; it ended when the Romans defeated the Greeks. * The history of Ancient Greece is divided into 3 different periods: Archaic, Classical and Hellenistic. 	<ul style="list-style-type: none"> * The Greeks believed that Gods and Goddesses watched over them; they were like humans but lived forever and were much more powerful. * Each god and goddess had power over a different aspect of life or the world. * Greek gods and goddesses were placed in temples. 	<ul style="list-style-type: none"> * Most of the Ancient Greeks lived by farming, fishing and trade but life was hard: farmland, water and timber for building were scarce. That's why lots sailed off to find new lands to settle. * Wealthy Greeks had jewellery because bracelets, earrings and necklaces were often buried with dead people in their tombs. 	<ul style="list-style-type: none"> * Greece was not one country but split into states and two were named Sparta and Athens. * A system of rules called democracy were introduced in 507 BC. Only men were allowed to vote. * Britain is a democratic society as citizens have the right to vote for who runs their country. 	<ul style="list-style-type: none"> * The Greeks largely invented the theatre. Thousands of people packed the hillside arenas to watch plays. * The Greeks celebrated the arts with big festivals. There was also music, dancing and feasting in honour of the Gods. 	<ul style="list-style-type: none"> * The Ancient Greeks invented the Olympic games; the first Ancient Olympic Games were held in Olympia in 776BC. * The ancient games were very different to the modern Olympic games: there were fewer events and only Greek-speaking men could compete. 	<ul style="list-style-type: none"> * The Ancient Greek empire was about 800BC to 146BC; it ended when the Romans defeated the Greeks. * Greece didn't really decline after the Romans had conquered as the Romans adopted and spread Greek culture.
BC, AD, timeline, period, empire, Archaic, Classical, Hellenistic,	Gods, Goddesses, beliefs, protection, harm, temple, powerful, power, immortal, mortal.	Trade, climate, farm, farmland, hardship, migrated, settled.	empire, government, system, democracy, democratic, vote, citizens, rules, modern times.	The Arts, amphitheatre, playwrights, Sophocles, Euripides and Aeschylus, sculpture, architecture	government, invention, religious festival, Olympia, Gods, Zeus, event, significant.	BC, AD, timeline, period, empire, trade, communication, defeated, Romans.

Key Knowledge and Vocabulary: Romans in Britain

<ul style="list-style-type: none"> * An empire is all the conquered countries ruled by one leader/ state. * The Roman Empire lasted from 700BC to AD476. * At the peak of its power Rome ruled over 45 million people across Europe, North Africa and Asia. * The Iron Age ended with the final Roman invasion of Britain in AD43. 	<ul style="list-style-type: none"> * Britain had lots of goods which the Romans wanted. * The Roman emperor Julius Caesar made two failed attempts to invade Britain. Followed 100 years later by Emperor Claudius who took over the south of England. * Scotland was the only area not conquered by the Romans. 	<ul style="list-style-type: none"> * Queen Boudica was a Celt leader who tried to resist Roman rule. * The Romans took away land and farms from her tribe; increased taxes and refused to let her be Queen. * Boudica led her army against the Romans but was ultimately defeated. 	<ul style="list-style-type: none"> * The Romans built new forts, new settlements and an extensive network of roads. * They built new towns protected by walls with everything a citizen of Roman Britain could need inside: houses, shops, temples, meeting spaces, workshops and bathhouses. 	<ul style="list-style-type: none"> * People mainly lived in small villages of wooden houses with thatched roofs. * The biggest city in Roman Britain was Londinium (London). * Wealthy Romans also built grand country houses called villas. * Villas were large farms with a big house for the owners. * Most Roman villas found by archaeologists are in the south of England. 	<ul style="list-style-type: none"> * Hadrian's wall was built as a barrier to separate England from Scotland. * It was built by Emperor Hadrian to keep invaders from the North out of Roman Britain. * The site has been excavated for over 200 years and historians are still discovering more about History from the area. 	<ul style="list-style-type: none"> * Before the Romans there was no written language in Britain. * The Romans decided to believe in only one God and introduced Christianity to Britain too. * Many of our buildings and how they are heated, the way we get rid of sewage and our roads were introduced by the Romans.
BC, AD, invasion, empire, ruled, conquer, occupy, power, army.	Emperor, rule, invasion, Roman Empire, conquer, Britain, Scotland.	Iceni tribe, Celt, Celt leader, taxes, rebel, revolt, army, defeated, flogged	Fort, settlement, temple, roads, citizen, town, bathhouses.	Village, town, city, villa, thatched, mosaic walls, servants.	Protection, barrier, invaders, site, excavation, archaeologists.	Legacy, invention, communication, religion, technology.