

## YEAR 4 HISTORY AT ORCHARD

Key Stage 2 periods of history are taught in a chronological order with the earliest time-period taught in year 3. The advantage is that it helps children to develop a good understanding of chronology and the older children study periods where there is more detailed concrete evidence to match their increased reading and skills in analysing sources.

	Autumn	Summer
Year 4	<b>Ancient Greece</b>	<b>The Roman Empire and its impact on Britain</b>
	<p>This is a study of Greek life and achievements and their influence on the western world.</p> <p>It looks at artefacts and archaeology to discover what life was like in Ancient Greece. Focusing on aspects such as myths/legends, democracy, conflict, architecture and the Olympics, it considers how significant the legacy of Ancient Greece is for life today.</p>	<p>This unit is taught immediately preceding the unit on Britain's Settlement by the Anglo Saxons, Vikings and Scots.</p> <p>It considers what life was like in Britain before the Romans arrived, how Britain became part of the Roman Empire, how the Romans settled on this land, the influence the Romans had on culture and lifestyle and what they left behind and consider what the Romans did for us. A study of Boudicca using historical sources helps develop an understanding of who she was, what she looked like and how she will be remembered.</p>
		<p>Local History</p> <p>Museum of London Archaeology (MOLA) workshop on local Roman settlements</p>

### Ancient Greece (Year 4 Autumn Term)

**About this Unit:** The aim of the first part of this scheme of work is to establish in children's minds who the Ancient Greeks were, and most importantly, where they fit in relation to the other periods and societies they have studied. It encourages them to use a range of artefacts and other archaeological evidence to find about the life and achievements of the Ancient Greeks. Through their investigations they learn out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The second part of the scheme looks at the continuing legacy of Ancient Greece and the children explore its influence on education, language, architecture, government and the Olympic Games. Children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period.

#### KE1: How can we find out about the civilisation of Ancient Greece?

- When was the Golden Age of Ancient Greek?
- Who were the Ancient Greeks and where were they?
- What do artefacts tell us about what life was like in Ancient Greece?
- What do archaeological sites tell us about what life was like in Ancient Greece?
- Can we learn anything from Greek myths and legends?
- What do we know about the achievements of Alexander the Great?
- What did the Greeks teach us about democracy?
- What sources should we include in a museum display on the life and achievements of the Ancient Greeks?

#### KE2: Why was Athens able to be so strong at this time?

- What was ancient Greek warfare like?
- What happened during the Battle of Marathon?
- How did the Greeks win the Battle of Troy?

#### KE3: Can we thank the Ancient Greeks for anything in our lives today?

- What are the similarities between the lives of children in ancient Greece and children today?
- What do some of our buildings tell us about how we view Ancient Greece today?
- How have the Olympic Games changed since they were first held in Ancient Greece?

- d. How significant is the legacy of Ancient Greece for life today?

### **The Roman Empire and its impact on Britain (Year 4 Summer Term)**

**About this Unit:** We will consider what life was like in Britain before the Romans arrived and over time explore the changes that took place. Through our study we will look at how Britain became part of the Roman Empire, how the Romans settled on this land and the impact they had. Did native Britons welcome or resist the Romans? A study of Boudicca will be undertaken using historical sources to help develop an understanding of who she was, what she looked like and how she will be remembered. Children will also look at the influence the Romans had on culture and lifestyle and what they left behind as we consider what the Romans did for us.

#### **KE1: When did the Romans invade and why?**

- a. Why did the Romans invade Britain?
- b. How did Britain become part of the Roman Empire?
- c. What kind of men could join the Roman Army?
- d. What did it feel like as the Roman Army invaded Britain?
- e. What did the Romans build after they settled in Britain?
- f. What was the impact of the Roman invasion on the Celts?
- g. How do we know about life on Hadrian's wall?

#### **KE2: Did the native Britons welcome or resist the Romans?**

- a. Who was Boudicca and why do you remember her?
- b. What did Boudicca really look like?
- c. What was the Battle of Colchester like?
- d. Should the Celts have accepted or fought the Roman invasion?

#### **KE3: How did the Romans influence the culture and lifestyles of Celtic Britain?**

- a. What were houses like in Roman Britain?
- b. What can archaeological sites tell us about Roman Britain?
- c. What lasting impact did the Romans leave in Britain?