



**History overview – Cycle A  
Year 3/4**

**Unit 1**

**Unit 2**

**Unit 3**

Period: Roman Britain 43 – 410AD

Period: Ancient Greece 700 – 480BC

Period: Ancient Egyptians 3100 – 332BC

**What did the Romans ever do for us?**

**Would you rather be a Spartan or an Athenian?**

**What have we learnt from the Ancient Egyptians?**

Pupils should be taught about:

- the Roman Empire and its impact on Britain

Examples (non-statutory) This could include:

- ♣ Julius Caesar’s attempted invasion in 55-54 BC
- ♣ the Roman Empire by AD 42 and the power of its army
- ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall
- ♣ British resistance, for example, Boudica
- ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Children should be taught about:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Children should be taught about:

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

N/C

**Investigate and interpret the past**  
 H1: Use evidence to ask questions and find answers to questions about the past.  
 H2: Suggest suitable sources of evidence for historical enquiries.  
 H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  
 H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  
 H5: Suggest causes and consequences of some of the main events and changes in history.

**Build an overview of world history**  
 H6: Describe changes that have happened in the locality of the school throughout history.  
 H7: Give a broad overview of life in Britain from ancient until medieval times.  
 H8: Compare some of the times studied with those of other areas of interest around the world.  
 H9: Describe the social, ethnic, cultural or religious diversity of past society.  
 H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

**Understand chronology**  
 H11: Place events, artefacts and historical figures on a time line using dates.  
 H12: Understand the concept of change over time, representing this, along with evidence, on a time line.  
 H13: Use dates and terms to describe events.  
 H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

**Communicate historically**  
 H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

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Hierarchies

Possible writing opportunities

Recount invasion  
 Newspaper and news report

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 Poetry (Kennings/Beowulf)  
 Newspaper and news reports

Diary  
 Instructions  
 Letters

Vocabulary	<p><b>BC – (Before Christ)</b> - Used to show the years before Jesus was born.  <b>AD – (Anno Domini)</b> - Used to show the years after Jesus was born.  <b>Celts</b> – The people who lived in Britain before the Romans.  <b>Iceni</b> – A tribe of Celts who lived in the East of England.  <b>Emperor</b> – The ruler of an empire.  <b>Roman Empire</b> – The name used for the land controlled by the Romans. <b>Centurion</b> – A commander of a group of Roman soldiers.  <b>Legion</b> – A large section of the Roman army, made up of 5000 soldiers.  <b>Amphitheatre</b> - Where the Romans would go to be entertained.  <b>Mosaic</b> - One picture made up of thousands of small tiles (tessellates).  <b>Invasion</b> - One country attacking another to take it over.</p>	<p><b>Empire</b> - an extensive group of states or countries ruled over by a single monarch.  <b>Civilisation</b> - the society, culture, and way of life of a particular area. <b>Democracy</b> - citizens can help decide things by voting.  <b>Marathon</b> - a long-distance running race  <b>Olympics</b> - sporting event held in honour of Zeus  <b>Myth</b> - a traditional story, especially one concerning the early history of a people and typically involving supernatural beings or events.  <b>Athens</b> - the most powerful city state of ancient Greece.  <b>Sparta</b> – a city state that rivalled Athens.</p>	<p><b>Afterlife</b> - The place where Egyptians believed they would go after they died.  <b>Canopic jars</b> - Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach.  <b>Dynasty</b> - A period of rule when a series of Pharaohs all came from the same family.  <b>Hieroglyphics</b> - A type of writing that used a combination of pictures and symbols.  <b>Mummification</b> - The process of preserving a body after death in preparation for the afterlife.  <b>Pharaoh</b> - The supreme ruler of Ancient Egypt.  <b>Sarcophagus</b> - A large stone box that held a mummy’s coffin. Often richly decorated for Pharaohs.  <b>Pyramids</b> - Ancient stone buildings with four triangular sloping sides.  <b>Tomb</b> – a large grave that is above ground.</p>
Flashbacks – also see Year 1 ½ cycle A	<ul style="list-style-type: none"> <li>Stone Age people were Britain’s first farmers</li> <li>Early stone age lived in small groups hunted for mammals and gathered, plants, fruit and berries</li> <li>Tools and weapons were used to gather food, hunt, eat and build</li> <li>Stone was used to make these tools</li> <li>Artefacts from times in history give archaeologists clues about the past</li> </ul>	<ul style="list-style-type: none"> <li>When and how the Anglo-Saxons invaded Britain</li> <li>Why the Anglo-Saxons settled in Britain</li> <li>Key features of an Anglo-Saxon village</li> <li>Key roles/jobs within an Anglo-Saxon village</li> <li>The religious beliefs of Anglo-Saxons</li> <li>How Christianity came to Britain</li> </ul>	<ul style="list-style-type: none"> <li>Where the Vikings were from and why and when they invaded Britain</li> <li>Why trade was important to the Viking and who they traded with</li> <li>Why Viking settled in Britain and key features of their settlements and village life</li> <li>Features of crime and punishment enforced at the time</li> <li>How Britain was shaped by the last Anglo-Saxon Kings</li> </ul>
L1	<p><b>WALT: know the spread of the Roman empire and recall key facts about the invasion of Britain</b>  <b>Activities:</b>  Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army  create a poster or timeline to show how the Roman empire spread from 800 BC to AD 305.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>when the Romans conquered Britain</li> <li>how the Romans conquered Britain</li> <li>the terms BCE and CE/AD</li> </ul>	<p><b>WALT: place the ancient civilization in time and establish that Ancient Greece was made up of city states</b>  <b>Activities:</b> Timeline work – order events in history studied previously (including KS1) and order events. Add Ancient Greeks. Locate Greece on a map – explain the importance of learning about the ANCIENT Greeks in history. Explain BCE and CE  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>place events on a timeline</li> <li>the terms BCE and CE/AD</li> </ul>	<p><b>WALT: analyse Ancient Egyptian artefacts and establish what they were used for.</b>  <b>Activities:</b> Place time of Ancient Egypt on a timeline – place in respect to other time periods studied (include KS1). 6000BCE – early settlers begin to settle along the Nile to 332BCE Egypt invaded by Alexander the great and ruled by Greeks. Place Egypt on a world map/globe. Look at artefacts found by archaeologists. What is it made from? What was it used for? What does it tell us about life in Ancient Egypt?  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>about ancient Egyptian life by looking at artefacts</li> </ul>
L2	<p><b>WALT: why the Romans built new roads in Britain and record how the roads were made</b>  <b>Activities:</b>  ‘Romanisation’ of Britain: the impact of technology  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>why the Romans made their roads straight</li> <li>what techniques they used to build them</li> </ul>	<p><b>WALT: how to source information about Greek wars and establish a conclusion</b>  <b>Activities:</b> Look at Greek artefacts (images on Greek pots) to establish facts regarding Greek warfare.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>why Greek ships were important and necessary</li> <li>why Greek ships were important and necessary</li> <li>how to use evidence and draw conclusions.</li> </ul>	<p><b>WALT: know what life was like in Ancient Egypt and explain why the Nile was essential</b>  <b>Activities:</b> Discover the seasons of the Nile. Egyptian farmers divided their year into three seasons, based on the cycles of the Nile River:</p> <ul style="list-style-type: none"> <li>Akhet - the inundation (June-September): The Flooding Season. No farming was done at this time, as all the fields were flooded. ...</li> <li>Peret (October-February): The Growing Season. ...</li> <li>Shemu (March-May): The Harvesting Season.</li> </ul> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>what was important to people during Ancient Egyptian times</li> <li>why the Nile was essential to the Ancient Egyptians</li> </ul>
L3	<p><b>WALT: know how the Roman empire affected different people and how they felt and reacted to the changes that were being made</b>  <b>Activities:</b>  British resistance, for example, Boudica.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>who the Celts were</li> <li>why they stood up against the Romans</li> <li>reasons why some Romans in the Empire opposed it</li> </ul>	<p><b>WALT: the main events and characters of a key battle and recognise that a battle may be interpreted in different ways and why this is so</b>  <b>Activities:</b> Recount the battle of Marathon. “Nike!”  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the key characters and events of the battle of Marathon</li> <li>people may view events differently</li> <li>relate the events of the battle of Marathon to the Marathon that takes place today.</li> </ul>	<p><b>WALT: know the ancient Egyptian ritual of mummification</b>  <b>Activities:</b> Discover the rituals of mummification. Instructions.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>what a canopic jar is</li> <li>the ancient Egyptian ritual of mummification.</li> </ul>

L4	<p><b>WALT: know who Emperor Hadrian was, say when, how and why he built a wall</b></p> <p><b>Activities:</b> Successful invasion by Claudius and conquest, including Hadrian's Wall <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>empathise with a Roman soldier</li> <li>use evidence to draw a conclusion</li> <li>why Hadrian's wall was built</li> </ul>	<p><b>WALT: about the Olympic Games and establish why the Olympic Games were important to the Ancient Greeks</b></p> <p><b>Activities:</b> Look at Ancient Greek pots depicting the Olympic Games 776BCE. What games were played? Discover similarities and differences. Every 4 years. Also, a religious festival, statue and sacrifices made to Zeus.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Greeks held the first Olympic games</li> <li>Events of the first Olympic games</li> </ul>	<p><b>WALT: know events about the discovery of Tutankhamun through a diary entry</b></p> <p><b>Activities:</b> Read diary entries of Howard Carter. Drama – diary entries.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Howard Carter was an archaeologist</li> <li>how evidence can give us different answers about the past.</li> </ul>
L5	<p><b>WALT: know what religious beliefs the Romans had and analyse some of the gods and goddesses that they worshipped</b></p> <p><b>Activities:</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Ancient Egyptians believed in many gods and goddesses</li> <li>names of some of the main Roman gods</li> <li>the Romans believed they lived on Mount Olympus</li> <li>why the Romans worshipped gods.</li> </ul>	<p><b>WALT: know features of Sparta and Athena Greek states and compare these</b></p> <p><b>Activities:</b> Visit Athens or Sparta. Write a persuasive argument explaining why they think this.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>features of the Sparta state</li> <li>features of the Athena state</li> <li>compare the features of the states</li> </ul>	<p><b>WALT: know the importance of the belief of the afterlife Ancient Egypt</b></p> <p><b>Activities:</b> Recap mummification and reasons why Ancient Egyptians carried out the process. Look at variety of burial sites – discover beliefs of the afterlife – burial of person with belongings – needs for the afterlife.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Ancient Egyptian's believed in the afterlife</li> <li>Ancient Egyptians believed in many gods and goddesses</li> <li>why the gods were important to the Ancient Egyptians</li> </ul>
L6	<p><b>WALT: know what Roman baths were and establish the different amenities they contained</b></p> <p><b>Activities:</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>why the Romans had Roman baths</li> <li>who visited the Roman baths</li> <li>why Roman people visited the baths</li> <li>features of a Roman bath</li> </ul>	<p><b>WALT: know what life was like for an Ancient Greek child and compare it to life today</b></p> <p><b>Activities:</b> Discover the games children played. Greek games competitive. Children play games and teach each other/another class games. Create a class book of games.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>games Greek children played</li> <li>education Greek children had</li> </ul>	<p><b>WALT: know why Pharaohs were buried in tombs</b></p> <p><b>Activities:</b> Look at pyramids of Egypt – why were they built – how were they built? Look at pyramids and tombs and how they progressed from pit to step pyramid to pyramid. Remind of the discovery of Tutankhamun's tomb. What was within each chamber? Research Kings of Ancient Egypt.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>why pharaohs were buried in tombs</li> <li>Ancient Egyptian's belief in the afterlife</li> </ul>
Key Knowledge	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>when and how the Romans invaded Britain</li> <li>Romans were responsible for the building of roads in Britain – these were straight and are still major roadways through Britain today (A5, A1)</li> <li>The relationship between the Romans and the Celts</li> <li>Romans worshipped many gods, names of some and what they were god of</li> <li>Features of Roman baths</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Where Ancient Greek civilization is on a timeline</li> <li>Ancient Greece was where the Olympic games originated from</li> <li>The two main states, Sparta and Athena and the difference between these</li> <li>Key events of the battle of Marathon</li> <li>What life was like for a child in Ancient Greece</li> <li>How the Ancient Greeks have influenced the Western World</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Where Ancient Egyptian civilization is on a timeline</li> <li>The importance of the River Nile to the Ancient Egyptians</li> <li>Ancient Egyptian Pharaohs were considered to be Gods by the Ancient Egyptians</li> <li>The Ancient Egyptians built pyramids to bury their Pharaohs</li> <li>The Ancient Egyptians believed in the afterlife and mummified their pharaohs</li> </ul>