

 History overview – Cycle A Year 3/4			
	Unit 1	Unit 2	Unit 3
	Period: Roman Britain 43 – 410AD What did the Romans ever do for us?	Period: Ancient Greece 700 – 480BC Would you rather be a Spartan or an Athenian?	Period: Ancient Egyptians 3100 – 332BC What have we learnt from the Ancient Egyptians?
N/C	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
Hierarchies	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.	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 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.	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 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.
Possible writing opportunities	Recount invasion Newspaper and news report	Recount Poetry (Kennings/Beowulf) Newspaper and news reports	Diary Instructions Letters

Vocabulary	Empire, Invasion, Conquer, Timeline, Romanisation, Technology, Road, Straight, Celts, Resistance, Rebellion, Gods, Goddesses, Worship, Mount Olympus, Bathhouse, Tepidarium, Frigidarium, Hypocaust		Afterlife - The place where Egyptians believed they would go after they died. Canopic jars - Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach. Dynasty - A period of rule when a series of Pharaohs all came from the same family. Hieroglyphics - A type of writing that used a combination of pictures and symbols. Mummification - The process of preserving a body after death in preparation for the afterlife. Pharaoh - The supreme ruler of Ancient Egypt. Sarcophagus - A large stone box that held a mummy’s coffin. Often richly decorated for Pharaohs. Pyramids - Ancient stone buildings with four triangular sloping sides. Tomb – a large grave that is above ground.
Flashbacks – also see Year ½ cycle A	- Stone Age people were Britain’s first farmers - Early stone age lived in small groups hunted for mammals and gathered, plants, fruit and berries - Tools and weapons were used to gather food, hunt, eat and build - Stone was used to make these tools - Artefacts from times in history give archaeologists clues about the past	- When and how the Anglo-Saxons invaded Britain - Why the Anglo-Saxons settles in Britain - Key features of an Anglo-Saxon village - Key roles/jobs within an Anglo-Saxon village - The religious beliefs of Anglo-Saxons - How Christianity came to Britain	- Where the Vikings were from and why and when they invaded Britain - Why trade was important to the Viking and who they traded with - Why Viking settled in Britain and key features of their settlements and village life - Features of crime and punishment enforced at the time - How Britain was shaped by the last Anglo-Saxon Kings
L1	WALT: know the spread of the Roman empire and recall key facts about the invasion of Britain (Possibly two lessons or Big bang) Activities: 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. Children will know: - when the Romans conquered Britain - how the Romans conquered Britain - the terms BCE and CE/AD Vocabulary: Empire – An empire is a group of countries or regions ruled by one leader or government, showing the vast scale of Roman control. Invasion – An invasion happens when an army enters another country by force, like Julius Caesar’s actions in Britain. Conquer – To conquer means to take control of a place or people by using force, which explains how the Romans expanded their empire. Timeline – A timeline is a way of showing events in the order they happened, helping children organize history for their poster activity.	WALT: place the ancient civilization in time and establish that Ancient Greece was made up of city states Activities: 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 Children will know: - place events on a timeline - the terms BCE and CE/AD Vocabulary: Empire – an extensive group of states or countries ruled by a single monarch Civilisation – the society, culture, and way of life of a particular area. Barrier - a barrier is something that blocks the way or stops something from happening; barriers can be natural features like rivers or human-made like walls City-state - a city-state is a city that rules itself and the land around it Colony - a colony is a place where people settle away from but under the control of their home country Romans - Romans were the people of a civilisation based in Italy that grew to dominate the Mediterranean region	WALT: analyse Ancient Egyptian artefacts and establish what they were used for. Activities: 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? Children will know: about ancient Egyptian life by looking at artefacts Vocabulary: Artefact – An object made or used by people in the past Ancient – Very old, from a long time ago Archaeologist – Someone who studies the past using objects and remains Material – What something is made from (e.g. gold, clay, stone) Purpose – The reason something was made or used

L2	WALT: why the Romans built new roads in Britain and record how the roads were made Activities: ‘Romanisation’ of Britain: the impact of technology Children will know: • why the Romans made their roads straight • what techniques they used to build them Vocabulary: Romanisation – Romanisation means bringing Roman ways, like their buildings, roads, and ideas, to Britain so people started living more like Romans. Technology – Technology is using tools and clever ideas to solve problems or build things, like the Romans did when they made strong roads and aqueducts. Road – A road is a path built for people and carts to travel on, and Roman roads were special because they were strong and lasted for hundreds of years. Straight – Straight means not curved or bent, and Roman roads were straight so soldiers and traders could travel quickly and easily.	WALT: how to source information about Greek wars and establish a conclusion Activities: Look at Greek artefacts (images on Greek pots) to establish facts regarding Greek warfare. Children will know: • why Greek ships were important and necessary • What primary and secondary sources are • how to use evidence and draw conclusions. Vocabulary: Culture - culture is the language, customs, ideas, and art of a particular group of people Myth - a myth is a traditional story, usually about heroes and gods, that is fictional Artefact - an object made or modified by a human being, typically one of cultural or historical interest Primary source - a piece of evidence created at the time of the event, such as a Greek pot, a weapon or an inscription. Secondary source - information written or created after the event, like a history book or website explaining a Greek war. Evidence - the information we gather from sources that helps us learn about what happened in Ancient Greek wars.	WALT: know what life was like in Ancient Egypt and explain why the Nile was essential Activities: Discover the seasons of the Nile. Egyptian farmers divided their year into three seasons, based on the cycles of the Nile River: • Akhet - the inundation (June-September): The Flooding Season. No farming was done at this time, as all the fields were flooded. ... • Peret (October-February): The Growing Season. ... • Shemu (March-May): The Harvesting Season. Children will know: • what was important to people during Ancient Egyptian times • why the Nile was essential to the Ancient Egyptians Vocabulary: Pharaoh - The supreme ruler of Ancient Egypt. Dynasty - A period of rule when a series of Pharaohs all came from the same family. Hieroglyphics - A type of writing that used a combination of pictures and symbols. Pyramids - Ancient stone buildings with four triangular sloping sides. Mummification - The process of preserving a body after death in preparation for the afterlife
L3	WALT: know how the Roman empire affected different people and how they felt and reacted to the changes that were being made Activities: British resistance, for example, Boudica. Children will know: • who the Celts were • why they stood up against the Romans • reasons why some Romans in the Empire opposed it Key Vocabulary: Celts – The Celts were the native people living in Britain before the Romans arrived, which helps children understand who resisted Roman rule. Resistance – Resistance means fighting back or refusing to accept control, just like Boudica and others who opposed Roman authority. Rebellion – A rebellion is an organized attempt to fight against authority, a stronger term than resistance and perfect for describing Boudica’s uprising. Empire – An empire is a large group of lands ruled by one leader, showing why some people opposed Roman control.	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 Activities: Recount the battle of Marathon. “Nike!” Children will know: • the key characters and events of the battle of Marathon • people may view events differently • relate the events of the battle of Marathon to the Marathon that takes place today. Vocabulary: Battle of Marathon – 490 BCE conflict where the Athenians defeated the Persians Marathon – a long-distance running race, strictly one of 26 miles 385 yards Culture - culture is the language, customs, ideas, and art of a particular group of people A battle is a fight between two groups or armies during a war. A warrior is a person who fights in a battle, often trained to use weapons and armour.	WALT: know the ancient Egyptian ritual of mummification Activities: Discover the rituals of mummification. Instructions. Children will know: • what a canopic jar is • the ancient Egyptian ritual of mummification. Vocabulary: Mummification - The process of preserving a body after death in preparation for the afterlife. Canopic jars - Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach. Afterlife - The place where Egyptians believed they would go after they died. Sarcophagus - A large stone box that held a mummy’s coffin. Often richly decorated for Pharaohs
L4	WALT: Understand the life of a Roman soldier and the strength of the Roman army Children will find out the armor and weapons, training and discipline, army structure, tactics and formations, life of a soldier, and recruitment and benefits. This research links to the English lesson of writing an information text about Roman soldiers. Children will know: • Who Roman soldiers were • Parts of Roman’s soldiers' equipment • How Roman legions fought • Why the Roman army was successful. Vocabulary: Legion – A legion is a big group of Roman soldiers, usually about 5,000 men, who worked together as a team. Gladius – A gladius is the short sword that Roman soldiers used in battles for fighting up close. Scutum – A scutum is a large, curved shield used in battles to protect oneself. Testudo – a testudo is a special formation where Roman soldiers held their shields close together like a tortoise shell to stay safe from arrows.	WALT: about the Olympic Games and establish why the Olympic Games were important to the Ancient Greeks Activities: 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. Children will know: • Greeks held the first Olympic games • Events of the first Olympic games Vocabulary: Mount Olympus - Mount Olympus is the highest mountain in Greece Olympia - a plain in southwestern Ancient Greece Olympic Games - an athletic and sporting competition held every four years. Legacy - the long-lasting impact of historical events, actions, a person or group of people.	WALT: know events about the discovery of Tutankhamun through a diary entry Activities: Read diary entries of Howard Carter. Drama – diary entries. Children will know: • Howard Carter was an archaeologist • how evidence can give us different answers about the past. Key vocabulary: Tomb – a large grave that is above ground. Pharaoh - The supreme ruler of Ancient Egypt. Mummification - The process of preserving a body after death in preparation for the afterlife. Sarcophagus - A large stone box that held a mummy’s coffin. Often richly decorated for Pharaohs. Canopic jars - Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach. Afterlife - The place where Egyptians believed they would go after they died.

L5	WALT: know what religious beliefs the Romans had and analyse some of the gods and goddesses that they worshipped Activities: Children will know: - Romans believed in many gods and goddesses - names of some of the main Roman gods - the Romans believed they lived on Mount Olympus - why the Romans worshipped gods. Key Vocabulary: Gods – Gods are powerful beings that the Romans believed controlled different parts of life, like war, love, and the weather. Goddesses – Goddesses are female gods with special powers, such as Venus who was the goddess of love and Minerva who was the goddess of wisdom. Worship – Worship means showing respect and devotion to a god or goddess, often by saying prayers or giving gifts. Mount Olympus – Mount Olympus is the mythical mountain where the Romans believed their gods and goddesses lived, an idea they borrowed from the Greeks.	WALT: know features of Sparta and Athena Greek states and compare these Activities: Visit Athens or Sparta. Write a persuasive argument explaining why they think this. Children will know: - features of the Sparta state - features of the Athena state - compare the features of the states Vocabulary: Citizen - someone who belonged to a polis and had special rights and responsibilities that not everyone in society had. Athens - Athens was one of the largest city-cities in Ancient Greece Democracy – citizens can help decide things by voting Assembly - the Assembly was a gathering of Ancient Greek men who made decisions in Athens Enslaved person - an enslaved person is someone owned by someone else who forces them to work without pay Sparta - Sparta was a militaristic city in the southern part of Ancient Greece	WALT: know the importance of the belief of the afterlife Ancient Egypt Activities: 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. Children will know: - Ancient Egyptian’s belied in the afterlife - Ancient Egyptians believed in many gods and goddesses - why the gods were important to the Ancient Egyptians Vocabulary:
L6	WALT: know what Roman baths were and establish the different amenities they contained Activities: Children will know: - why the Romans had Roman baths - who visited the Roman baths - why Roman people visited the baths - features of a Roman bath Key Vocabulary: Bathhouse – A bathhouse was a public building where Romans went to wash, relax, and meet others, setting the scene for daily Roman life. Tepidarium – The tepidarium was the warm room in a Roman bath, helping children learn about the different areas and their purposes. Frigidarium – The frigidarium was the cold room or pool, showing the final step in the Roman bathing process. Hypocaust – A hypocaust was the Roman underfloor heating system, an impressive example of their engineering and technology.	WALT: know what life was like for an Ancient Greek child and compare it to life today Activities: Discover the games children played. Greek games competitive. Children play games and teach each other/another class games. Create a class book of games. Children will know: - games Greek children played - education Greek children had Vocabulary: Generalisation - a generalisation is when you say something that is not specific to a certain group of people, place or time Account - an account is a version of events that may have happened in the past Culture - the language, customs, ideas, and art of a particular group of people. Chiton - a simple tunic made from cloth that Ancient Greek children and adults wore as everyday clothing. Education - the lessons and training children received, which were very different for boys and girls.	WALT: know why Pharaohs were buried in tombs Activities: 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. Children will know: - why pharaohs were buried in tombs - Ancient Egyptian’s belief in the afterlife Vocabulary:
Key Knowledge	Children will know: - when and how the Romans invaded Britain - Romans were responsible for the building of roads in Britain – these were straight and are still major roadways through Britain today (A5, A1) - The relationship between the Romans and the Celts - Romans worshipped many gods, names of some and what they were god of - Features of Roman baths	Children will know: - Where Ancient Greek civilization is on a timeline - Ancient Greece was where the Olympic games originated from - The two main states, Sparta and Athena and the difference between these - Key events of the battle of Marathon - What life was like for a child in Ancient Greece - How the Ancient Greeks have influenced the Western World	Children will know: - Where Ancient Egyptian civilization is on a timeline - The importance of the River Nile to the Ancient Egyptians - Ancient Egyptian Pharaohs were considered to be Gods by the Ancient Egyptians - The Ancient Egyptians built pyramids to bury their Pharaohs - The Ancient Egyptians believed in the afterlife and mummified their pharaohs