



Year 4: History



Block 1 and 2 – Ancient Greece

| Overview of unit: | Substantive Knowledge: | Disciplinary Knowledge: |
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| <p>This 12-week unit on Ancient Greek history covers a variety of fascinating and significant topics. It begins with an introduction to Ancient Greece, highlighting its independent city-states. The unit then focuses on Athens, the birthplace of democracy, and Sparta, known for its fierce warriors. Our Year 4 historians will learn about the Persian Wars, Alexander the Great, Greek philosophy, and mythology. The unit also explores Greek art and architecture, the Olympics, and concludes with the legacy of Ancient Greece, examining its impact on modern life. This comprehensive approach builds on previous learning and provides a deep understanding of Ancient Greek history.</p> | <ul style="list-style-type: none"> • Ancient Greece was made up of independent city-states. • Athens is considered to be the birthplace of democracy. • The Spartans were fierce warriors and lived very modestly. • Alexander the Great created a vast empire. • Plato, Socrates and Aristotle were Ancient Greek Philosophers. • Ancient Greeks built important buildings with large columns and that this style has been copied around the world. • Ancient Olympic Games included competitive sports, including running, javelin and equestrian events. • The Ancient Greeks left an important legacy and are still remembered today. | <p>Source Analysis: Examining and interpreting primary sources, such as artifacts, writings, and ruins, to understand different perspectives from the period.</p> <p>Historical Interpretation: Exploring how historians might have different interpretations of the same events and why these differences exist.</p> <p>Cause and Consequence: Identifying the causes of significant events in Ancient Greek history and their short-term and long-term consequences on society.</p> <p>Change and Continuity: Comparing life in Ancient Greece with life today, noting what has changed and what has remained the same.</p> <p>Constructing Historical Arguments: Forming and expressing their own historical arguments based on evidence gathered from their studies.</p> |

Sequence:

This unit elaborates on substantive concepts of power and democracy which were first developed in Year One in 'Kings and Queens' and 'Parliament and Prime Ministers', deepening our children's understanding of both. It also builds on chronologically from the study of Ancient Egypt so our historians have prior knowledge of how civilisation began along the Nile in Ancient Egypt.



Block 3 – Life in Ancient Rome

| Overview of unit: | Substantive Knowledge: | Disciplinary Knowledge: |
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| <p>In this Year 4 unit, our historians will explore the political evolution of Rome from an absolute monarchy to a Republic and finally an Empire. They will compare Roman governance with other ancient and modern civilizations, focusing on the role of democracy. The unit also delves into the social structure of Ancient Rome, examining the lives of patricians, plebeians, and slaves, and the differences in treatment between men and women. We will study Roman leisure activities like chariot racing and gladiator fights. The importance of sources and evidence in history is highlighted through the study of Pompeii artefacts. Finally, we will learn about the legacy of the Latin language and its influence on modern languages, including English.</p> | <ul style="list-style-type: none"> • Romans believed that Romulus and Remus founded Rome. • Ancient Rome was a powerful empire. • Rome’s location, in the centre of the Mediterranean, gave it a powerful position. • Rome began as an absolute monarchy and later became a republic. • Roman society varied vastly during the Roman Republic. • Pompeii, a wealthy town on the Italian coast, was destroyed by a volcano. • Archaeologist used the preserved ruins from Pompeii to learn about life in Ancient Rome. • Roman leisure activities included baths, the forum, chariot races and gladiator fights. • Romans spoke in Latin and Latin formed the basis of many other European languages. • Until the 17th Century, most works of science, religion and politics were written in Latin | <p>Comparison of Social Classes: Understanding the lives of patricians, plebeians, and slaves, and identifying similarities and differences.</p> <p>Gender Roles: Recognizing the patriarchal nature of Roman society and how men and women were treated differently.</p> <p>Historical Analysis: analysing sources and artefacts, particularly from Pompeii, to interpret historical evidence and understand how historians reconstruct the past.</p> <p>Language Influence: Learning about the Latin language and its influence on modern languages, including English</p> |

Sequence:

In Year 2, our historians were introduced to the concept of empire through the history unit “The Romans in Britain.” They learned about the Roman invasion of Britain, noting the technological and military advancements that allowed the Romans to expand their empire. Prior to this, pupils studied the geography unit “Mediterranean Europe” in Year 4, gaining essential locational knowledge of Europe, Italy, and Rome. They also have background knowledge of other ancient civilizations, such as Ancient Egypt and Ancient Greece, understanding how the Greeks influenced the Romans. This foundation helps pupils grasp the cultural and political significance of the Roman Empire, which is crucial for understanding the development of European political structures. The unit also sets the stage for studying the fall of the Roman Empire next half-term.



Block 4 – The Rise and fall of Rome



| Overview of unit: | Substantive Knowledge: | Disciplinary Knowledge: |
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| <p>This unit provides an overview of the rise and fall of the Roman Empire through a sequence of five lessons. It begins with a review of prior knowledge and the impact of the Punic Wars on Rome's power. Our Year 4 historians will delve into the life of Julius Caesar, followed by a focus on Caesar Augustus and the Pax Romana in the third lesson. We also explore the rise of Christianity within the Roman Empire. The unit concludes with an examination of the factors leading to the empire's decline in the 5th century</p> | <ul style="list-style-type: none">• To understand that the Punic Wars allowed Rome to become more powerful.• To know that Julius Caesar was one of the most influential people in world history.• To know that Brutus and Cassius assassinated Julius Caesar.• To know that Augustus was Rome's first emperor, and the Pax Romana was a long period of peace.• To begin to understand that the Roman Empire came to an end in the 5th century as it became weakened and unable to keep out invaders | <p>Cause and Effect: Identifying the factors that contributed to both the rise and the decline of Rome, such as military conquests, economic policies, and political corruption.</p> <p>Historical Interpretation: analysing various sources and perspectives to understand how historians interpret the rise and fall of Rome.</p> <p>Chronological Understanding: Placing the rise and fall of Rome within a broader historical timeline and understanding its impact on subsequent historical events.</p> |

Sequence:

Building on knowledge of Ancient Rome from the previous unit, our children will now look in more depth at the Roman Empire, how it expanded and ultimately fell. This unit will help our historians to understand how power and influence were important to the success of the Roman Empire, but ultimately how the struggle for power led to the fall of the Empire. Through this unit, we will explore concepts such as empire, civilisation, conflict, and religion in this unit.



Block 5 and 6 – The Stuarts



| Overview of unit: | Substantive Knowledge: | Disciplinary Knowledge: |
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| <p>Throughout this 12 week unit, our children will explore significant historical events like the English Civil War, the Gunpowder Plot, and the Great Fire of London. They will learn how historians use various sources to interpret past events and discuss their causes and consequences. The unit will cover the lives of monarchs and leaders, with a focus on Oliver Cromwell, examining different historical perspectives of his rule. Children will analyse the political and religious impacts of these figures on Britain, comparing and contrasting their reigns to understand how Britain evolved or remained the same under their leadership.</p> | <ul style="list-style-type: none"> • James I was the first Stuart king and believed in the ‘divine right of kings’ and didn’t treat Catholics well during his reign. As a result, there was a Gunpowder Plot to blow up the Houses of Parliament. • The second Stuart king, the son of James I, was Charles I. He was unpopular with parliament and his decisions as king led to the English Civil War, where he was defeated and eventually executed for treason. • Following the execution of Charles I, England became a Commonwealth and the Lord Protector, Oliver Cromwell was in charge. • The third Stuart king, Charles II, was restored to the throne in 1660 and ruled until his death in 1685. During his reign, the Great Plague of 1665-66 and the Great Fire of London happened. • James II, the fourth Stuart king, inherited the throne from his brother Charles II. He was a Catholic and wanted more religious freedom for Catholics which upset parliament and consequently led to the Glorious Revolution. • The Duke of Monmouth, the illegitimate son of Charles II attempted to overthrow James II but was defeated at the Battle of Sedgemoor • The Glorious Revolution of 1688 was when some powerful lords invited James II’s daughter Mary and her husband, William of Orange (and his army) to England to take the throne. James II fled England and the two were crowned joint king and queen. • The Bill of Rights was agreed by William and Mary in 1689. This limited the power of the monarchy and stated that laws and taxes had to be passed by parliament, and that people had the right to freedom of speech and fair treatment in court. | <p>Significant Events: Understanding major events like the English Civil War, the Gunpowder Plot, and the Great Fire of London.</p> <p>Historical Sources: Learning how historians use various sources to interpret past events.</p> <p>Causes and Consequences: Discussing the causes and consequences of significant historical events.</p> <p>Monarchs and Leaders: Studying the lives and impacts of monarchs and leaders during the Stuart period.</p> <p>Oliver Cromwell: Examining different historical perspectives on Oliver Cromwell and his rule.</p> <p>Political and Religious Impact: analysing the political and religious impacts of key figures on Britain.</p> <p>Comparative Analysis: Comparing and contrasting the reigns of different monarchs and leaders to understand changes and continuities in Britain.</p> |

Sequence:

This unit aims to support our historians to develop a chronologically secure understanding of this significant period of British history by diving deeper into the changing role of the monarchy during the 17th century. This unit builds on from the ‘Kings and Queens’ unit in Year 1 and provides our children with important knowledge that will support their learning in Years 5 and 6 when they will study the changing role of monarchy and parliament.