

History Medium Term Plan - Year 4

Autumn - Ancient Greece

Overarching Enquiry Question: What did The Ancient Greeks do for us?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning Sequence
Pre-learning	- Ancient civilisations developed in different parts of the world (Ancient Egypt). - Civilisations can have rulers, social hierarchies and organised societies (Ancient Egypt). - People's beliefs influence their daily lives and society (Ancient Egypt). - Geography influences where settlements develop and how people live (Stone Age to Iron Age; Ancient Egypt). - Important achievements can help civilisations grow and become significant (Ancient Egypt).	Ancient Civilisation Greece City-state Athens Sparta	Lesson 1: Who were the Ancient Greeks? Key Learning: - Ancient Greece was a civilisation that existed over 2,500 years ago - Greece is in Europe and surrounded by seas (important for trade/travel) Ancient Greece was made up of city-states (e.g. Athens, Sparta) - City-states had their own rules and ways of living - The Ancient Greeks lived long before the Romans and Anglo-Saxons
Historical Concepts	<u>Substantive Knowledge</u> - Ancient Greece was a civilisation that existed over 2,500 years ago. - It was located in Europe, with many islands and coastlines that supported trade and travel. - Ancient Greece was made up of independent city-states (e.g. Athens, Sparta), each with its own rules and way of life. - Daily life differed depending on status (rich/poor), gender, and whether someone was a citizen. - Men, women, and children had different roles in society. - Slavery was part of Greek society. - Ancient Greeks believed in many gods and goddesses (polytheism).	Society Citizen Slave	Lesson 2: What was life like in Ancient Greece? Key Learning: Daily life depended on whether you were a rich/poor or male/female citizen. - Men, women, and children had different roles - Boys went to school; girls usually stayed at home - Homes were simple, and food included bread, olives, and fish - Slaves were part of Greek society

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	• Gods were believed to control different aspects of life. • Greeks were early philosophers, asking questions about the world. • Ancient Greeks developed important ideas and practices that are still used today: ◦ Democracy ◦ Olympic Games ◦ Theatre ◦ Early alphabet <u>Disciplinary Knowledge</u>	Polytheism Religion Belief Philosopher	Lesson 3: What did the Greeks believe and think? Key Learning: • Ancient Greeks believed in many gods and goddesses (polytheism) • Gods were thought to control parts of life (weather, sea, love, etc.) • The Greeks were early thinkers (philosophers) who asked questions about the world
	• Understanding chronology (Ancient Greece before Romans/Anglo-Saxons). • Using and developing historical vocabulary (civilisation, democracy, city-state). • Identifying similarities and differences (ancient vs modern life). • Understanding change and continuity (Greek ideas still used today). • Using historical sources and evidence to learn about the past. • Drawing conclusions about significance (what Greeks “did for us”). • Asking historical questions (e.g. Why were Greek ideas important?). • Understanding society and its structure (roles, hierarchy). • Beginning to understand interpretation and judgement (which contributions matter most)	Democracy Olympics Theatre Alphabet	Lesson 4: What did the Greeks invent or develop? Key Learning: • The Greeks came up with ideas that changed the world – democracy, Olympic games, theatre, alphabet • The Ancient Greeks developed democracy (people voting to make decisions) • They created the first Olympic Games • They developed theatre (plays performed for an audience) • The Greeks created the very first version of the modern alphabet.
		Modern Parliament Legacy	How are Greek ideas still used today? Key Learning: • Many Greek ideas are still part of modern life

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			• Democracy is still used today in countries like the UK • The Olympic Games still happen every 4 years • Theatre is still important (plays, films, performances) • We use a version of the alphabet that came from Ancient Greece.
		Impact Evidence	What did the Ancient Greeks ever do for us? Key Learning: • The Ancient Greeks introduced ideas that are still used today • Key contributions include democracy, the Olympics, and theatre • Some Greek ideas are more important than others • We can use evidence to explain how the Greeks changed the world • Historians make judgements based on what they have learned

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Spring – Romans - The Roman Empire and its impact on Britain.

Overarching Enquiry Question: Did the Romans completely change Britain?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Enquiry Based Learning Sequence
Pre-learning	- Ancient societies developed systems of leadership and government (Ancient Egypt; Ancient Greece). - People's beliefs and religions influence society (Ancient Egypt; Ancient Greece). - Civilisations can trade, expand and compete for power (Ancient Greece). - Britain was home to tribes living in settlements before Roman rule (Stone Age to Iron Age).	Empire Roman Celt / Celtic Tribe Invade / invasion	Lesson 1: Why did the Romans come to Britain? Key Learning: - Britain was made up of Celtic tribes living in small villages - There were no large towns or proper roads - The Romans came from a powerful empire - They invaded Britain in AD 43 - The Romans wanted land, power and resources to grow their empire.
Historical Concepts	<u>Substantive Knowledge</u> - Before the Romans, Britain was inhabited by Celtic tribes living in small settlements. - The Romans came from a powerful empire and invaded Britain in AD 43. - The Romans invaded to gain land, resources, and power. - Not all Britons accepted Roman rule; some resisted and fought back. - Boudicca led a rebellion, but the Romans remained in control. - The Romans did not control all of Britain. - The Picts in the north resisted Roman rule. - Hadrian's Wall marked the boundary of Roman control. - The Romans built roads, towns, and public buildings. - Roman roads were straight and helped control and connect the country. - Roman towns had planned layouts and facilities (e.g. bathhouses, markets).	Rebellion Boudicca Army	Lesson 2: Did everyone accept the Romans? Key Learning: - Not all Britons accepted Roman control - Some people fought to keep their way of life - Boudicca led a rebellion against the Romans - The Romans remained in control after the rebellion
		Picts Hadrian's Wall Border Territory Control	Lesson 3: Did the Romans control all of Britain? Key Learning: - The Romans did not control all of Britain - The Picts lived in the north and resisted Roman rule - Hadrian's Wall marked and protected Roman territory
		Road Town Grid (layout)	Lesson 4: What did the Romans build in Britain?

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- The Romans brought their own beliefs and religion and reduced the power of druids. - They believed in many gods (polytheism). - Christianity later spread during Roman Britain. - Some Britons kept their Celtic beliefs. - The Romans left a lasting legacy in Britain. <u>Disciplinary Knowledge</u> - Understanding chronology (Romans after Ancient Greece / Egypt). - Using historical terms (e.g. empire, invasion, rebellion, settlement). - Understanding cause and consequence (why Romans invaded → changes in Britain). - Identifying change and continuity (life before vs during vs after Romans). - Using evidence (artefacts, buildings like roads and walls). - Interpreting evidence to understand how people lived and resisted. - Understanding significance (e.g. Boudicca, Roman legacy). - Asking historical questions (e.g. Why did the Romans come? What changed?). - Comparing different groups and perspectives (Romans vs Britons). - Making judgements about impact (what Romans left behind).	Bathhouse Market	Key Learning: - The Romans built straight, stone roads across Britain - These roads allowed the army to move quickly and control the country - The Romans built towns with streets laid out in a grid pattern - Roman towns had public buildings such as bathhouses and markets
	Gods / goddesses Religion Druid Temple Christianity	Lesson 5: How did beliefs change under the Romans? Key Learning: - In Britain, the Ancient Romans introduced their own gods and wiped out the druids (Celtic religious leaders) - Romans worshipped many gods, often the same as Greek gods with different names - Christianity began to spread across Roman Britain later on - Some Britons continued Celtic traditions and beliefs
	Legacy Coins Calendar Numerals Latin	Lesson 6: What did the Romans leave behind in Britain? Key Learning: - The Romans left things we still use today, but not everything lasted. - The Romans introduced coins for trade - They used a calendar similar to the one we use today - Roman numerals are still used today (e.g. on clocks) - Roman roads are still used today - Latin influenced some English words

Summer – A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Tudors)

Overarching Enquiry Question: Were all Tudor Monarchs equally powerful?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning Sequence
Pre-learning	- Kings, queens and rulers hold power over societies (Ancient Egypt, Ancient Greece, Romans). - Different societies organise power in different ways (Ancient Greece, Romans). - Religious beliefs can influence society and people's daily lives (Ancient Egypt, Ancient Greece, Romans). - Religion can change over time and affect how societies are organised (Romans). - Leaders make decisions that can change the lives of large groups of people (Ancient Egypt, Romans). - Different groups and individuals may compete for power and control (Ancient Greece, Romans).	York Lancaster Battle of Bosworth Field Henry Tudor Richard III Tudor Rose	Session 1: How did the Tudors come into power? Key Learning: - England was divided by the Wars of the Roses between York and Lancaster - Henry Tudor defeated Richard III at the Battle of Bosworth in 1485 - Henry became King Henry VII, the first Tudor monarch - He married Elizabeth of York to unite the two families - The Tudor Rose symbolised the end of the conflict and the start of peace
		Henry VIII Church of England Pope Divorce Catholic Protestant	Session 2: Why did Henry VIII create a new church? Key Learning: - Henry VIII wanted a divorce so he could remarry and have a male heir - The Pope refused to allow the divorce - Henry broke away from the Catholic Church - He created the Church of England and made himself its head - Closing monasteries gave Henry more wealth and power
		Edward VI Lady Jane Grey Protestant Catholic Heir	Session 3: How did Edward VI try to change England? Key Learning: - Edward VI became king at age 9, so advisors ruled on his behalf - England became more strongly Protestant during his reign - Catholic practices were removed or changed - Edward wanted to stop England returning to Catholicism - He named Lady Jane Grey as his Protestant successor
	Substantive Knowledge - The Tudor period began after the Wars of the Roses, a conflict between the houses of York and Lancaster. - Henry VII became king in 1485 after defeating Richard III at the Battle of Bosworth. - The marriage of Henry VII and Elizabeth of York united the two sides, symbolised by the Tudor Rose. - Henry VIII broke away from the Catholic Church because he wanted a divorce. - He created the Church of England and made himself head. - The dissolution of the monasteries increased royal wealth and power. - Under Edward VI, England became more strongly Protestant, with changes to worship. - Edward was a child king, so advisors made decisions. - Mary I returned England to Catholicism and reversed Protestant changes.	Mary I Catholic Protestant	Session 4: Was 'Bloody Mary' a fair name for Mary I? Key Learning:

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• Around 300 Protestants were executed, leading to the nickname “Bloody Mary.” • Elizabeth I created a religious settlement to reduce conflict. • England remained mainly Protestant, but with some compromise. • Key events include the defeat of the Spanish Armada (1588). • Elizabeth’s reign brought greater stability and included laws to support the poor. • Tudor monarchs had different levels of power and success. <u>Disciplinary Knowledge</u> • Understanding chronology within a period (sequence of Tudor monarchs). • Understanding cause and consequence: • Henry VIII’s break with Rome → religious change • Religious conflict → instability • Identifying change and continuity (Catholic → Protestant → compromise). • Understanding significance (e.g. Henry VIII, Elizabeth I, Spanish Armada). • Comparing different rulers and their impact. • Using historical evidence (accounts of executions, laws, events). • Interpreting different viewpoints (e.g. Mary I – “Bloody Mary”). • Making judgements about effectiveness of leadership.	Executed Bloody Mary	• Mary I returned England to Catholicism • She reversed Protestant changes made by Edward VI • Around 300 Protestants were executed for refusing to convert back to Catholicism. • Lady Jane Grey was executed early in Mary’s reign • The nickname “Bloody Mary” came from these executions.
	Elizabeth I Catholic Protestant Spanish Armada Poverty Poor Law	Session 5: How did Elizabeth I solve England’s problems? Key Learning: • Elizabeth created a religious settlement to reduce conflict • England remained Protestant but allowed limited Catholic practices • She kept control by choosing not to marry • England defeated the Spanish Armada in 1588 • Her government introduced the Poor Laws to support people in need • Elizabeth’s reign brought stability after years of conflict
	Henry VII Henry VIII Edward VI Mary I Elizabeth I	Session 6: Were all Tudor monarchs equally powerful? Key Learning: • Henry VII secured power through victory and careful alliances • Henry VIII increased royal power through religious change • Edward VI had limited power because he was a child • Mary I had strong authority but faced resistance and unrest • Elizabeth I ruled for a long time and maintained control and stability • Tudor monarchs varied in how much power they held and how effectively they ruled