

## HISTORY SCHEME OF WORK – YEAR 4

Statutory requirements (National Curriculum)	Leighton essentials	Suggested activities
<p>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Ancient Greece – study of Greek life and achievements and influence on the Western World (spring)</p>	<ul style="list-style-type: none"> <li>• Look at who at who the Ancient Greeks were and locate Greece on a map.</li> <li>• Use artefacts and a range of pictures to investigate information about the Ancient Greeks. Chn are to use key questions to generate discussion and prompt them to think deeply about these artefacts.</li> <li>• Introduce a timeline of Ancient Greece.</li> <li>• Look at the first ever Olympics. HA to complete an independent research project. Everyone else in mixed ability groups creating a 5-day programme for the Olympics.</li> <li>• Architecture – chn are to create a paired project on a chosen Ancient Greek building.</li> <li>• Democracy – chn to choose a type of democracy from the ancient Greeks and look at it in detail.</li> <li>• Myths and Legends – Chn to act out a Greek Myth.</li> <li>• Greek Trade – Carousel lesson looking at imports and exports.</li> </ul> <p>Throughout the unit, chn are to fill in 'influence pillars' to link back to how the Greeks influenced the western world. At the end chn are to use democracy to vote on the most influential part of ancient Greece.</p>
<p>- the Roman Empire and its impact on Britain</p>	<p>The Roman Empire and its impact on Britain (summer)</p>	<ul style="list-style-type: none"> <li>• Chn to locate Rome on a map.</li> <li>• Chn are to create a working timeline and record the founding of Rome 'Romulus and Remus' 753BC.</li> <li>• Explain to the chn that a lot of Roman achievements influence us today. Introduce the story of 'Romulus and Remus'. Chn to re-enact the story and apply understanding to a sculpture that can be found around Rome.</li> <li>• Chn to show how much land the Romans had conquered by 117AD on a map and consider how they achieved this.</li> </ul>

Autumn Term

Spring Term

Summer Term

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		<ul style="list-style-type: none"> <li>• Chn to understand why the Romans expanded their empire. Chn to write a non-chronological report or diary entry considering resources/power and the Roman army.</li> <li>• Artefact discovery – chn to explore artefacts and consider how they have impacted Britain.</li> <li>• Roman roads – children to illustrate and label Roman roads and create and plot Roman roads in Britain naming starting and ending points.</li> <li>• Chn to explore aqueducts – Children to write a newspaper article explaining how they work in addition to their impact on living.</li> <li>• Roman legacy independent research project.</li> <li>• LOTC – Roman Wroxeter visit.</li> </ul>
<p>- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>British War – Heroism (autumn)</p> <p>Mary Seacole</p> <p>Influential People (local) – Daisy Haywood (spring)</p> <p>Influential People (Roman) – Ivory Bangle lady (summer)</p>	<p><u>Mary Seacole – Examples of work.</u></p> <ul style="list-style-type: none"> <li>• Chn create segregation in the classroom – e.g. chn with blue eyes are allowed to use all the playground – others have to stay in one place/not go out.</li> <li>• Chn sort true or false facts about the key words on front cover – what do they think the words mean?</li> <li>• Chn mind map information about the key words – how do they relate to Mary Seacole?</li> <li>• Chn complete a time line of events related to Mary Seacole</li> <li>• Chn write a diary as Mary Seacole on how she felt when she was refused the chance to nurse but then how she was determined to succeed in her quest. How did she feel trying to save soldiers in the war?</li> <li>• Chn answer questions about the impact Mary Seacole had.</li> </ul> <p><u>Remembrance Day</u></p> <ul style="list-style-type: none"> <li>• Chn write a non-chronological report about the facts of WW1</li> </ul>

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	<p>Whole school remembrance activities (autumn)</p>	<ul style="list-style-type: none"> <li>• Chn create a time line of events relating to WW1.</li> <li>• Chn create a ration book.</li> </ul> <p><u>Daisy Haywood – Examples of Work</u></p> <ul style="list-style-type: none"> <li>• Read newspaper articles to find out about Daisy’s job and experience</li> <li>• Write about how it would have felt for Daisy to work in the munitions factory</li> <li>• Analysis of an England and Wales census from 1911 looking at the occupations of women three years before the outbreak of WWI</li> </ul> <p><u>Julia Terrtia/Ivory Bangle Lady – Examples of Work</u></p> <ul style="list-style-type: none"> <li>• Analyse prints of the artefacts found in the grave of Julia Terrtia in York</li> <li>• Listen to a video of the scientist who studied her</li> <li>• Make inferences about Julia’s life</li> <li>• Listen to an audio of Julia’s story</li> <li>• Use this individual study to reflect more on who the Romans in Britain were</li> </ul>
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Autumn Term

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Summer Term