

Year 4 – The Legacy of Ancient Greece

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
How important is Ancient Greece today?	* Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world * 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 * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Understand the meaning of legacy - Identify the major legacies of Ancient Greece - Analyse where these legacies are seen today	military philosopher city-states legacy civilisation	Scissors, glue. Optional: research tools such as books and the internet
Did Athens really invent democracy?		- Understand the beginnings of democracy in Athens - Identify the similarities and differences between modern and Athenian democracy - Explain why Athens was not a true democracy	enslaved citizen democracy government Athens	Scissors and glue
How do the Ancient Olympic Games compare to the modern Olympics?		- Understand how the Olympic Games started - Identify similarities and differences between the Ancient Olympic Games and the Olympics today - Identify Ancient Olympic sports depicted on Greek vases	pankration chariot honour athlete Olympia	Scissors, glue, and research tools such as books and the internet
Are the Ancient Greek gods still important today?		- Identify some of the Ancient Greek gods - Understand the role of the gods in Ancient Greek life - Explain the legacy of Ancient Greek beliefs on our world today	immortal myth rituals temple Mount Olympus	Scissors and colouring pencils
How much has theatre changed since Ancient Greece?		- Identify some key features of ancient theatre - Identify similarities and differences between modern and ancient theatre - Understand how theatre has changed over time	orchestra chorus comedy tragedy theatron	Poster making materials: colouring pencils, paper and card, etc.
Assessment: What is the most important legacy of Ancient Greece?		- Identify some of the legacies of Ancient Greece - Explain some of the legacies of Ancient Greece - Identify evidence to prove the legacy of Ancient Greece	curator exhibit artefact fable Aesop	Colouring pencils. Optional: Construction materials to make their artefacts

Year 4 – The Roman Empire in Britain

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How did Ancient Rome become an empire?	* Pupils should be taught about the Roman Empire and its impact on Britain * 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 * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Identify countries that the Roman Empire conquered - Understand that expansion happened over time - Understand how to use BCE and CE dates	CE BCE empire expansion conquered	Atlases, colouring pencils and a classroom display board
Why was the Roman army so successful?		- Identify and describe the components of a Roman soldier's armour and weaponry - Explain some of the Roman army's strategies - Analyse why the Roman Army were successful by comparing Roman soldiers to Celtic warriors	Celts invade formation legionary auxiliary	Pens and pencils. Optional: construction materials to make shields or pieces of card or tennis racquets, for instance, to mimic shields
Who was Queen Boudicca?		- Understand the story of Boudicca's rebellion - Interpret descriptions and images of Boudicca - Explain why Boudicca is portrayed in a certain way	Iceni Celtic rebellion Boudicca settlement	Art materials, e.g. paint, pastels, digital art programs, etc.
What was a Roman settlement in Britain like?		- Identify buildings in a Roman settlement - Explain what different Roman buildings were used for - Analyse where artefacts might be found in an archaeological dig of a Roman settlement	villa baths forum mosaic insulae	Colouring pencils, scissors
What did the Romans do for fun?		- Identify forms of Roman entertainments - Understand how Roman entertainment was linked to worshipping their gods - Compare Roman entertainment with the modern day	chariot spectator gladiator amphitheatre Colosseum	Colouring pencils
Assessment: What was life like in Roman Britain?		- Recall key facts about life in Roman Britain - Describe life for a Roman soldier in Britain - Explain how life for the Celts changed in Roman Britain	Latin impact legacy civilisation Roman numerals	Classroom display from Lesson 1, detailing the children's knowledge of the Romans at the start of the unit.

Year 4 – Anglo-Saxon Britain

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
What happened once the Romans left Britain?	* Pupils should be taught about Britain’s settlement by the Anglo-Saxons and Scots * Pupils should develop the appropriate use of historical terms * Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study * Pupils should note connections, contrasts and trends over time * Pupils should understand how our knowledge of the past is constructed from a range of sources * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information	- Understand where the word Anglo-Saxon comes from - Understand how the Anglo-Saxons settled in Britain - Analyse where the Anglo-Saxons settled in my local area	Angles Saxons kingdom migrated Picts and Scoti	Atlases or maps of Britain and colouring pencils. Optional: local maps
What was life like for an Anglo-Saxon?		- Identify features of Anglo-Saxon daily life - Compare Anglo-Saxon homes to modern-day homes - Compare Anglo-Saxon lives to modern-day live	tunic weaving blacksmith longhouse agricultural communities	Scissors and glue. Optional: equipment and ingredients for Anglo-Saxon activities as stated in the Teacher tool.
Who got to be king in Anglo-Saxon Britain, and how did they rule?		- Understand how Anglo-Saxon kingdoms were organised - Understand how these kingdoms were ruled - Evaluate how fair the fine system was	law fine thegn freemen influence	Scissors and glue
What can stories tell us about Anglo-Saxon Britain?		- Recognise that the English language has changed since the Anglo-Saxon period - Understand how and when runes were written - Analyse how Anglo-Saxon tales have influenced modern-day stories	runes pagan symbol mythical tradition	Colouring pencils
Who is buried at Sutton Hoo?		- Understand what a burial mound is - Apply knowledge about Anglo-Saxon Britain to identify the use and purpose of artefacts - Analyse information about artefacts to identify their potential owner	grave convert deduce christening burial mound	Pens and pencils
Assessment: How do artefacts help us understand life in Anglo-Saxon Britain?		- Recall information about life in Anglo-Saxon Britain - Explain how artefacts can give clues about the Anglo-Saxons - Show how artefacts are used as evidence of change over the Anglo-Saxon period	artefacts evidence hierarchy historian grave goods	Colouring pencils, scissors and glue