

# Year 4 - Roman Britain

## As HISTORIANS we will explore:

Significance  
Cause and consequence

### Key Knowledge:

#### **How did the Romans conquer Britain?**

That an Empire is a group of countries ruled over by a sovereign state.  
Explore why Claudius' invasion was more successful than Julius Caesar's.  
Study the structure and efficiency of the Roman army.  
Understand the significance of the Roman roads in conquering Britain.

#### **Who was Boudica?**

Study Boudica and key events of her life.  
Explore the significance of her rebellion.  
Study what life was like for the people living in tribes (e.g. Iceni tribe).

#### **What was life like in Roman Britain?**

Compare life in the tribes to the Romans.  
Study what life was like in Roman Villa.  
Explore Roman culture: clothes, pastimes, foods etc.  
Compare life for Roman women in Britain with life for women in the tribes  
Explore the role of druids and how they were persecuted.

#### **Why was Hadrian's wall built?**

Study the battles between the Romans and tribes of Scotland.  
Understand what Hadrian's wall was and why it was built.  
Know that the Roman army was made up of soldiers from across the empire, including Syrians, Aurelian Moors and the community of Aballava.

**What do the remains of 'Ivory Bangle Lady' tell us about Black people in Roman Britain?** Know that Ivory Bangle Lady was mixed race and wealthy.  
Consider what this tells us about Romans' attitudes towards race

#### **How did the Romans change Britain?**

Study the religion of the Romans, how this influenced and contrasted with the tribes of Roman Britain and how this changed over time.  
Study how the Romans developed Britain to be more like Rome, including temples, amphitheatres and forums.  
Understand what an aqueduct was and why the Romans built them.

#### **Why did the Romans leave Britain?**

Understand why the Roman empire began to struggle.  
Understand when and why the Romans finally left Britain.

## As GEOGRAPHERS we will explore:

Scale  
Environment  
Place and space.

### Key Knowledge:

#### **How big was the Roman Empire?**

Explore the Roman Empire through maps  
Compare modern maps and country divisions to show the extent of the Roman empire  
Understand that the extent of the empire meant that many different peoples and cultures travelled across the empire (as slaves and free people)

#### **How is Rome, Italy similar or different to Bath, England?**

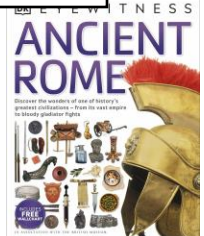
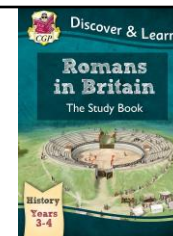
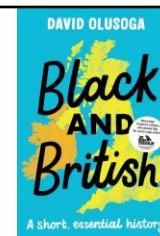
Explore the human and physical geography of Rome  
Compare Italy, Rome to Bath, England

#### **What happened when Vesuvius erupted and how do we know? (linked to Y3 extreme earth)**

Know that Vesuvius is a volcano on the west coast of Italy, near a city called Naples.  
Study the events leading to and during eruption of Vesuvius in 79AD.  
Understand that Pompeii and Herculaneum were destroyed but preserved.  
Know that primary sources have helped us to understand more about life in Roman times and about the events of the eruption e.g. *preservation of Pompeii and Herculaneum, reports from Pliny the Younger.*

### Key Vocabulary

AD, ally, altar, aqueduct, archaeologist, auxiliary, ballista, BC, Celtic, tribes, chariot, Christianity, citizen, client king, conquer, dictator, Druid, emperor, empire, evidence, furnace, Gaul, gladiator, government, governor, hillfort, hoard, hostage, hypocaust, Iceni, imported, Iron Age, kingdom, Latin, mass grave, microscope, mosaic, oppidum, Pagan, Picts, pension, public bath, raid, rebel, rebellion, Roman Empire, Saxons, Scots, settlement, taxes, tides, timeline, villa





# Year 4 – Study of Poland

## As GEOGRAPHERS we will explore:

Place and space  
Cultural diversity an understanding  
Interconnection  
Scale

## Key Knowledge:

### **Where is Poland?**

Locate Poland as being part of Europe and the EU.  
The capital city of Poland is Warsaw.  
Identify Poland on a map of Europe, and the neighbouring countries, which include 7 different surrounding countries: Russia, Lithuania, Belarus, Slovakia, Ukraine, Czech Republic and Germany.  
Identify seas and key geographical land features such as mountains, rivers, in comparison to the land in the UK.

### **Are Poland and England alike?**

Compare a city in Poland with a city in the UK (Krakow/Nottingham) – populations, tourism, .  
Know what is different about the ways we live in England and Poland – explore different foods etc.  
Know what education is like in Poland, compared to England, and make a judgement on where they would rather do their education and why.  
Understand Christmas traditions in Poland and know how they are different to the culture of Christmas in the UK.  
Compare the climates of the UK and Poland, how similar are they? Is one colder/hotter than the other?

### **What is the same about the landscape of Poland and the landscape of the UK?**

Know what the biggest mountain(s) in Poland are, and compare this with the biggest in the UK – do they look the same, are they used for similar purposes?  
Know the key rivers in Poland, identify where they are and compare them to major rivers in the UK, are they similar sizes, do they serve similar purposes?  
The land in Poland is widely used for farming.  
Study the Tatra Mountains in Poland and compare to mountains in the UK.

## As HISTORIANS we will explore:

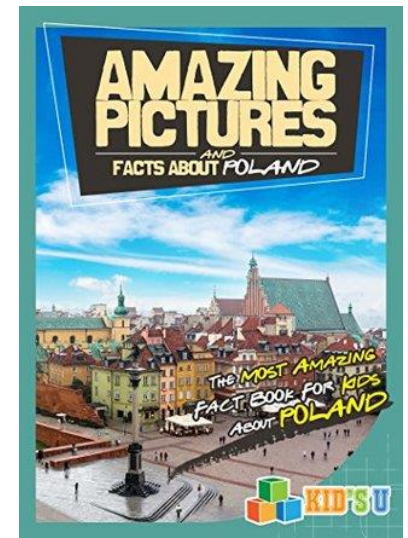
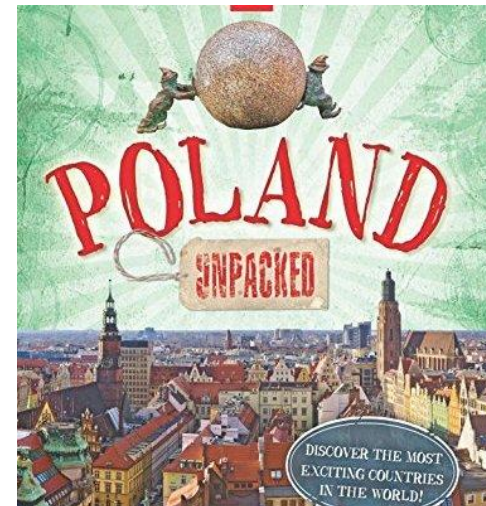
## Key Knowledge:

### **Why is Poland significant in History?**

Due to Poland being in the heart of Europe, it has experience much conflict in history and the borders of the country have changed many times over years. The current borders separating Poland as a country were set after World War 2.  
Poland was involved in both World War 1 and World War 2 – the country was invaded.  
Due to the conflict experienced in the country, many Polish people have travelled to live in other countries around the world, such as the UK.  
After the war, Poland became a Communist country for 40 years.

## Key Vocabulary

Poland, England, Europe, traditions, Tatra, mountain, peak, farming, land, river, comparison, war, communist, conflict, Krakow, tourism, population, Pasterka, Oplatek, climate, European Union, matura, pisanki, republic, zloty, Carpathians, Sudetens, River Vistula, River Oder, Roman Catholic, education, invasion



# Year 4 – Ancient Greece

## As HISTORIANS we will explore:

Chronology | Similarity and Difference | Significance

### Key Knowledge:

#### **Who were the Ancient Greeks?**

Explore the significance of Grecian geography upon Greek life

Explore some of the methods used by historians to study the Ancient Greeks

Explore the timeline of the Ancient Greeks

Compare and contrast the Spartans and Athenians

#### **What was life like in Ancient Greece?**

Explore Ancient Greek homes and compare and contrast them to the homes we know (link to Iron Age Britain)

Explore the life of children living in Ancient Greece and comparisons between Athens and Sparta

Understand the term democracy and its importance in Athenian society (compare with Ancient Egypt)

Explore the conflict between Athens and Sparta

Study and compare the role of women and men in Athens and Sparta

Study the conflicts between Ancient Greece and Persia

#### **What was Ancient Greek culture like?**

Explore the influence and importance of Ancient Greek culture to modern day life

Explore the importance of myths in Ancient Greek society

Understand the importance of theatre in Ancient Greek society and how this has impacted upon modern day entertainment

Explore the importance of Ancient Greek architecture, pottery and carving and the legacy this has left

#### **What impact have the Ancient Greeks had on the modern world?**

Explore the lasting achievements of the Ancient Greeks and the impact this civilisation has had on the modern worlds (e.g. Olympics)

Explore the Ancient Greeks fascination and early discoveries of astrology.

## As GEOGRAPHERS we will explore:

Place and space

Scale

Change and sustainability

Cultural diversity and understanding,

### Key Knowledge:

#### **Where is Greece and what is it like there?**

To know the location of Greece and surrounding countries and seas

To know the human and physical geography of Greece

To explore the climate of Greece

#### **Was Ancient Greece one country?**

know that the region of the Mediterranean, where the Greeks first settled is called the Aegean Sea.

To know that Ancient Greece was divided into city-states and plot these on maps

Know that the Ancient Greek city-states formed all along the Aegean coastline and on the many islands in the Aegean Sea.

To understand that mountain formation, seas and islands formed natural barriers between the Ancient Greek city-states

To explore the size of the Ancient Greek empire under the rule of Alexander the Great.

### Key Vocabulary

a cropolis, agoge, altar, ancestor, archaeologist, architecture, a tom, caryatid, chamber pot, chariot, city-state, comedy, courtyard, democracy, excavate, flax, foundation, gymnasium, gynaecium, hoplite, immortal, labyrinth, legend, myth, Oracle, oxen, Parthenon, phalanx, philosophy, politician, prophecy, Sphinx, stadion, symposia, symptom, temple, Titan, tragedy, trident, volume

