


Year 4 Long Term Plan 2025/26

	Achievements of Ancient Greece	Remembrance – 1 week only	What happened when the Romans Came to Britain?	Local History - Bramhope
	Autumn 1	Autumn 2	Autumn 2	Summer 1
Key Vocabulary	Civilization, City States, democracy, Athens, Sparta, Temples, polytheistic, achievement, BC/AD/BCE/CE, Parthenon, acropolis, invasion, battle, Mount Olympus, Ekklesia	Remembrance, commemorate, Commonwealth, conflict, sacrifice.	Europe, Italy, Rome, military, conquer, invade, client kingdom, Invasion, conquest, rebellion, politics, achievement, society, culture, Queen, annexe, settlement, transport, trade, hygiene, sanitation, economy, Empire, Emperor, defence, decline, trade, economy, Hadrian’s wall, Saxon shore forts. Chronology, duration, scale, continuity and change.	Preserve, Grade 1, Grade 2 listed, Puritan Chapel, Architecture, significance, heritage, Navy Memorial, Campaign, Protect
Previous Knowledge	<p>Nursery – fairness, taking turns (democracy) Reception – as above. KS1 – through learning about the Town Hall (yr2) they may recognise columns in the building. They understand voting for the school council (democracy). They understand Europe and may be able to locate Greece. Or have been on holiday to Greece/Greek Islands. KS2 – comparing Egypt, Iron Age, Romans and Greeks Compare building works (Stone Henge/ pyramids/ temples – links to calendar and beliefs and who influenced who?). Compare society – rule of Pharaoh/Celtic tribes, Emperor vs democracy of Greece. Contrast unified Egypt and Italy vs city states of Greece. Beliefs – Celts, Egyptians, Romans, Greeks were polytheistic. Differences in belief surrounding afterlife Trade – Egyptians, Romans, Greek – contact?</p>	<p>Nursery – understand that we celebrate some events annually. Reception - understanding that poppies are used to remember people who died in the war. KS1 – understand the story of the poppy and how it came to be a symbol of remembrance. Understand the difference between celebrate and commemorate.</p>	<p>Nursery – n/a Reception – n/a KS1 - have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago. They understand the term invasion from learning about Castles and why defences were built. KS2 – learning about the Iron Age in Year 3 taught the children the need for fortified defences. They build on this when looking at the Roman invasion and the need to build walls such as Hadrian’s Wall. Compare Ancient Egypt (Yr3) and Ancient Rome – building – huge stone structures/temples but at vastly different times – Egypt first, Roman never matched size. Romans began to use concrete. Society – both civilizations had hierarchy of social structures however differences ‘citizens of Rome’. Women had more freedom in Egypt.</p>	<p>Nursery – n/a Reception – understanding the world – where they live (village) KS1 – have looked at the local area in geography. Most children live in the village. The children have looked at the development of the railways when studying the Victorian unit (Circus) and Holidays in the Past. They understand that the railways were built in the Victorian period.</p>

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<p align="center">NC Objectives and Key learning</p>	<p>NC – a study of Greek life and achievements and their influence on the western world.</p> <p>Who were the Ancient Greeks and when did they exist?</p> <p>Were all Ancient Greeks the same or different (City States)?</p> <p>Enquiry into the achievements of the Greeks and Ancient Greece’s impact on the modern world – is it better to be first, or improve others’ ideas?</p> <p>Final debate – discussing several topics to sum up the learning from the unit (incorporate dialogic talk).</p>	<p>NC - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military.</p>	<p>NC – The Roman Empire and its impact on Britain</p> <p>What was the Roman Empire?</p> <p>What is the chronology of Roman Britain? What was the reaction to the Roman Invasion? What are the most significant achievements? The end of the Roman Empire</p>	<p>NC – a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Why are some buildings listed? What was significant about the Bramhope Tunnel? (development of railways) Can we find a listed building of the future? Can we plan a campaign to protect a special building? Why should we preserve our local area? (include dialogic talk)</p>
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Key knowledge sentences	<p>I know that the ancient Greek civilization we learnt about existed from 1200BC to 436BC and I know that ancient Greece existed concurrently at times with the Ancient Egyptians and the Roman Empire.</p>		<p>I know that the Roman Empire was a powerful civilization which began in Italy about 2300 years.</p>	<p>I know that some buildings are listed because they are historically important.</p>
	<p>I know that ancient Greece was not a country but a collection of City States with a shared culture – Athens and Sparta being very known.</p>		<p>I know that the Empire spread throughout Europe, parts of Asia and North Africa.</p>	<p>I know that there is evidence of people living in Bramhope for over 1600 years.</p>
	<p>I can extract evidence from maps to locate Ancient Greece.</p>			
	<p>I know that the ancient Greeks believed that their lives were controlled by the Gods.</p>		<p>I know that the Empire was successful due to its well organised army and this helped them conquer many lands.</p>	<p>I know that developments in the Victorian period e.g. railways had a significant impact on the village and brought thousands of navvies to the area.</p>
	<p>I know that the legacy of the ancient Greeks on the modern world is: democracy, architecture, scientific and mathematical knowledge.</p>			
	<p>I know that the ancient Greeks sometimes developed the ideas which had originated in other civilizations in order to improve and make them better (ancient Egypt).</p>		<p>I know that Julius Caesar invaded Britain in AD55 and AD54 but they did not settle. In AD43, Emperor Claudius led the final successful invasion of Britain – Roman Britain had begun.</p>	<p>I know that the Bramhope Tunnel is the 3rd longest tunnel in the UK.</p>
	<p>I know that other civilizations had contact with and were influenced by the ancient Greeks such as the Romans (buildings, architecture, religion).</p>		<p>The Romans built straight roads to allow them to move throughout the Empire efficiently and establish trade routes to supply the military.</p>	<p>I know that Bramhope has several listed buildings and can name: the puritan chapel; the mileposts; the North Portal of the Bramhope Tunnel; tunnel sighting towers; the weavers cottage; St Giles Church.</p>
			<p>The Romans developed concrete which allowed them to build great cities and structures. They developed a system of aqueducts to supply fresh water to cities which allowed many people to live there.</p>	<p>I know that the word heritage means something which is handed down from the past – a legacy.</p>
			<p>I know that for the Empire to survive, the Romans had to control their people. Sometimes they worked with Celtic Kings/Queens such as Cartimandua to establish Client kingdoms.</p>	<p>I know that a memorial is a statue or structure established to remind people of a person or event.</p>
			<p>I know that overtime, the Empire became too large to control and came under attack.</p>	
			<p>I know that in AD476, the Western Roman Empire fell.</p>	

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Key knowledge to support planning	<p>The period we look at is 1200BC – 436BC</p> <p>Greece is very mountainous, and this impacted on the travel, communication and the ease at which it could be invaded. The number of islands around it also had implications for the Greeks. Ancient Greece was not a country in itself but a collection of City States with shared culture. City States often went to war against each other but would unite when required to fight of invaders.</p> <p>Ancient Greeks were polytheistic, they believed that the Gods ruled everything on Earth including human action and emotion. Life for boys and girls in Ancient Greece would depend enormously on whether you were a boy or a girl and whether you lived in Athens or Sparta. Boys and girls in Sparta were encouraged to stay fit and healthy. Boys were beaten to make them tough. In Athens, only rich children went to school, in Sparta – all boys attended school. Early democracy began in Greece, but women had no say or vote, anyone from outside a City State was classed as a foreigner and could not take part in decision making.</p> <p>Achievements – democracy, scientific approach to studying medicine, playwrights & theatre, rules of geometry, philosophy, buildings and structures. Ancient Greeks invented many things but also took the ideas of others (mathematics, science for example) and improved them.</p>		<p>Children are taught about the spread of the Roman Empire in a geographic and chronological sense. They identify the narrative of British history and begin to make links between British and world history. Children sequence events related to both invasions of Britain. They turn this sequenced timeline into a scaled timeline. Key learning is to be able to scale a timeline to understand intervals between events and duration of events. Children are taught about possible reactions to Roman invasion. A) Boudicca – fought back and eventually lost against the Roman army. B) Cartimandua – successfully cooperated with the Romans and ruled her kingdom. Key learning is to begin to understand how decisions and events have consequences (positive and negative). Children extract information from sources to explain the achievements of the Romans: Aqueducts, engineering, hygiene, etc. Key learning is for children to extract information from various types of sources.</p> <p>Children are taught about the legacy of Roman Britain inc: roads, architecture, place names, house design etc.</p> <p>Children are taught about the role of Hadrian’s wall in a military and economic context. They are also introduced to the decline of the Roman Empire and withdrawal from Britain</p>	<p>Bramhope has many listed buildings. Most were built in the Victorian period except the Puritan Chapel, a Grade 1 listed building which is dated to the 17th century.</p> <p>Britain was in the Golden Era of railway building. There was a need to connect Leeds to Thirsk to open trade between Yorkshire and the NE. 2,500 navvies worked on the tunnel and came to the village from all over the country and 24 died during the construction. A national memorial was created in Otley. Many navvies moved on after the tunnel work completed but some stayed with their families and settled here.</p> <p>Once buildings are gone, they are gone forever. Bramhope is a conservation area with many old or special places but not all are listed. A campaign is an organised action to achieve a goal. Anyone can campaign to have buildings protected.</p>
Skills and Disciplinary concepts. THREADS	<p>Chronology –sequencing, scaling, concurrence</p> <p>Source work –extracting, interpreting, drawing conclusions, evaluating</p> <p>Enquiry –creating and answering questions, creating and pursuing lines of enquiry</p> <p>Significance</p> <p>Power (democracy and Monarchy) / Society (Beliefs) / Achievements and Legacy.</p>	CHRONOLOGICAL UNDERSTANDING	<p>Chronology –sequencing, scaling, concurrence</p> <p>Source work (chronology)</p> <p>Source work (cause and consequence)</p> <p>Source work (enquiry)</p> <p>Power (Empire, Government, Invasion) / Movement of People / Achievements and Legacy.</p>	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>Source analysis (archaeology)</p> <p>Continuity and change</p> <p>Movement of People / Achievements and Legacy.</p>
Diversity	<p>Social structure of Greek Life</p> <p>Role of women in Greek society</p> <p>Girls v boys (childhood, education)</p>	<p>Role of the Commonwealth</p> <p>Role of women in the war</p> <p>Different coloured poppies</p>	<p>Cartamandua – Celtic Queen from Yorkshire</p> <p>Ivory Bangle Lady (York) - African descent</p> <p>Vindolanda. The Vindolanda tablets and artefacts found at the site show several good examples of</p>	<p>The story of the navvies</p> <p>Consider the range of occupations in the village over time.</p>

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		Disabilities - Ancient Greeks treatment of people/children with disabilities. Buildings (healing sanctuaries) were constructed with ramps		African, Arabian and Middle Eastern soldiers having been based at the site. Septimus Severus, emperor of Rome. Born in modern day Libya, died in York. Disabilities – comparing Egypt and Rome. Not an issue for Egyptians but Romans killed disabled children at birth.	
Local		Leeds Town Hall structures influenced by the Parthenon.	Local war memorial	Roman Fort in Adel Roman graves in Adel Church Dalton Parlours (Roman Villa in W Yorkshire)	This is a local unit of study.
Misconceptions		Ancient Greece was a single country (it wasn't at the time). Democracy meant that everyone was treated equally – they weren't!		Britain wasn't all that important to the Romans – they invaded just to show off a bit. There wasn't mass migration to Britain of Romans after the invasion Romans built roads which aimed for high ground to prevent ambush and aid drainage.	
What does this look like at Bramhope?	Resources	https://royalarmouries.org/education/learning-resources/ancient-greeks Timeline constructed in class MrTDoesPrimaryHistory HA scheme of work BBC Bitesize Ducksters		https://royalarmouries.org/education/learning-resources/roman-britain Timeline constructed in class Maps (link to Geography) Mylearning.org MrTDoesPrimaryHistory Ducksters Heritage England	Planning unit is available and fully resourced.
	Activities	Sequence periods of Ancient Greece history. Then overlay other periods of history studied (Iron Age, Romans, Egypt) Introduce a map of Greece, discuss physical and human features. Discuss the impact of the mountains on the development of Greece. Look at sources of evidence and consider what they tell us about the lives of the Ancient Greeks. Research one of the city states and complete an information page. Prepare to present your findings. Use source analysis skills to research an aspect of Greek life and its significance. Explore the impact of Ancient Greece on the modern world.		Sequenced timeline and scaled timeline form a centre point of reference for the topic and work well as a display. Compare and contrast Cartimandua and Boudicca. The source and enquiry tasks produce several pieces of work involving note taking and written answers to show skill progression. (These work well as individual, paired or group work). The integrated enquiry tasks provide the opportunity to develop children's questioning skills and will help develop their analysis and evaluation skills in the future. They can present their findings in many appropriate ways	Children plan a campaign to preserve a local monument or building.
	Enrichment	Ancient Greece drama workshop (One Day Creative) Royal Armouries workshop – Corinthian helmet Leeds City Museum workshop – Ancient Greece		Roman Soldier Visit to school Hadrian's Wall Virtual Workshop – Life in Roman Britain. Murton Park visit in December (Roman village re-enactment)	Local history walk around Bramhope.

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	Cross Curricular links/Texts	Art – (clay pots), PE, Geography (Map work), PSHE (Equality), British Values (Democracy) English – Greek mythology		English Escape from Pompeii Queen of Darkness (Boudicca) Empire’s End – A Roman Story (E&D) Art & DT – mosaics, Roman Sandals	English - Geography -
Outdoor Learning				Formation of Roman Army in the playground	
Assessments		POP tasks – What is an Empire? What is a civilization? Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency) Source Analysis, Interpretation and Evaluation –children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support. Historical Enquiry –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth –begins to make decisions over which sources to use, justify their source selection.		POP tasks – What is an Empire? What is a civilization? Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency) Source Analysis, Interpretation and Evaluation – can the children identify the point of view of a writer? Can they use primary sources to generate facts and questions? Can they combine sources to reach conclusions? Significance – can the children understand and explain the term significance? Historical Enquiry –create and pursue a line of enquiry, create their own enquiries and debates to pursue with support. Greater Depth –begins to make decisions over which sources to use, justify their source selection	POP tasks – What is an Empire? What is a civilization? Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, They understand the significance of local history and can link local stories to national events. Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency)