


Year 4 Long Term Plan 2023/24

	What did the Greeks do for us?	Remembrance	Local history study – Bramhope – Why should we preserve our local area?
	Autumn 2	Autumn 2 (1 week)	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.	Preserve, Grade 1, Grade 2 listed, Puritan Chapel, Architecture, significance, heritage, Navy Memorial, Campaign, Protect
Previous Knowledge	<p><b>Nursery</b> – fairness, taking turns (democracy)  <b>Reception – as above.</b>  <b>KS1</b> – 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.  <b>KS2 – comparing Egypt, Iron Age, Romans and Greeks</b>            Compare <b>building</b> works (Stone Henge/ pyramids/ temples – links to calendar and beliefs and who influenced who?). Compare <b>society</b> – rule of Pharaoh/Celtic tribes, Emperor vs democracy of Greece. Contrast unified Egypt and Italy vs city states of Greece. <b>Beliefs</b> – Celts, Egyptians, Romans, Greeks were polytheistic. Differences in belief surrounding afterlife <b>Trade</b> – 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 – 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>
NC Objectives  Lesson sequence	<p><b>NC – a study of Greek life and achievements and their influence on the western world.</b></p> <ul style="list-style-type: none"> <li>Who were the Ancient Greeks and when did they exist?</li> <li>Were all Ancient Greeks the same or different (City States)?</li> <li>What impacted on the lives of Ancient Greeks (religion) workshop wk</li> <li>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?</li> <li>Final debate – discussing several topics to sum up the learning from the unit (incorporate dialogic talk).</li> </ul>	<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>a study over time tracing how <b>several aspects of national history are reflected in the locality</b> (this can go beyond 1066) (<b>War Memorial</b>)</p>	<p><b>NC – a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</b>  <b>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</b>  <b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <ul style="list-style-type: none"> <li>Why are some buildings listed?</li> <li>What was significant about the Bramhope Tunnel? (development of railways)</li> <li>Can we find a listed building of the future?</li> <li>Can we plan a campaign to protect a special building?</li> <li>Why should we preserve our local area? (include dialogic talk)</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge sentences</b></p>	<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 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 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 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 other civilizations had contact with and were influenced by the ancient Greeks such as the Romans (buildings, architecture, religion).</p>		<p>I know that some buildings are listed because they are historically important.</p> <p>I know that there is evidence of people living in Bramhope for over 1600 years.</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 Bramhope Tunnel is the 3<sup>rd</sup> longest tunnel in the UK.</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>I know that the word heritage means something which is handed down from the past – a legacy.</p> <p>I know that a memorial is a statue or structure established to remind people of a person or event.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key knowledge to support lesson planning.</b></p>	<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 off 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 &amp; 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>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 17<sup>th</sup> century. 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.</p> <p>A campaign is an organised action to achieve a goal. Anyone can campaign to have buildings protected.</p>

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<p>Skills and Disciplinary concepts.</p> <p>THREADS</p>	<p><b>Chronology –sequencing, scaling, concurrence</b></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>Trade / Society (democracy and Monarchy) / Beliefs/Childhood</p>	<p>CHRONOLOGICAL UNDERSTANDING</p>	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>Source analysis (archaeology)</p> <p>Continuity and change</p> <p>Trade / Society / Agriculture</p>
<p>Diversity</p>	<p>Social structure of Greek Life Role of women in Greek society Girls v boys (childhood, education) Ancient Greeks treatment of people/children with disabilities Buildings (healing sanctuaries) were constructed with ramps</p>	<p>Role of the Commonwealth Role of women in the war Different coloured poppies</p>	<p>The story of the navvies Consider the range of occupations in the village over time.</p>
<p>Local</p>	<p>Leeds Town Hall structures influenced by the Parthenon.</p>	<p>Local war memorial</p>	<p>This is a local unit of study</p>
<p>Misconceptions</p>	<p>Ancient Greece was a single country (it wasn't at the time). Democracy meant that everyone was treated equally – they weren't!</p>		
<p>What does this look like at Bramhope?</p>	<p>Resources</p> <p><a href="https://royalarmouries.org/education/learning-resources/ancient-greeks">https://royalarmouries.org/education/learning-resources/ancient-greeks</a> Timeline constructed in class MrTDoesPrimaryHistory HA scheme of work BBC Bitesize Ducksters</p>		<p>Planning unit is available and fully resourced.</p>
	<p>Activities</p> <p>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.</p>		<p>Children plan a campaign to preserve a local monument or building.</p>
	<p>Enrichment</p> <p>Leeds City Museum workshop – Ancient Greece Drama workshops (One Day Creative)</p>	<p>Virtual workshops</p>	<p>Local walk around the village</p>
	<p>Cross Curricular links/Texts</p> <p><b>Art</b> – (clay pots), PE, Geography (Map work), <b>PSHE</b> (Equality), British Values (Democracy) <b>English</b> – Greek mythology</p>	<p>The Last Post Flo of the Somme Where the Poppies Now Grow</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Outdoor Learning</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>	<p><b>Chronological understanding</b> –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)</p> <p><b>Source Analysis, Interpretation and Evaluation</b> –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.</p> <p><b>Historical Enquiry</b> –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.</p>		<p><b>Chronological understanding</b> –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.</p> <p><b>Greater Depth</b> –begin to identify links between events, relate this timeline to others they have studied (concurrency)</p>