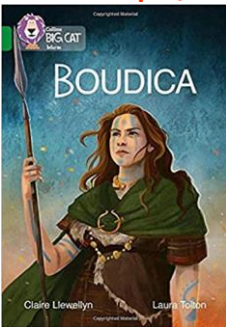
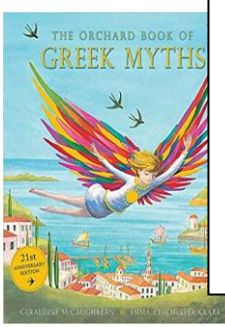




Caring and Discovery

Should we always do as we are told?

<p><b>Focus Subject</b> - History</p>	
<p><b>History Content</b> - Romans and Ancient Greeks</p> <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y3/4)</li> <li>• The Roman Empire and its impact on Britain (Y3/4) - In-depth area of study: 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	
<p><b>Key Concepts</b> - achievements, community, empire, invasion</p>	<p><b>Values</b> - aspiration and perseverance</p>
<p><b>Key Project questions</b> –</p> <p>How did the Ancient Greeks develop <b>democracy</b>?</p> <p>What role did <b>conflict</b> play in the history of the Ancient Greeks and Romans?</p> <p>Where did the Romans and Ancient Greeks <b>migrate</b> to?</p> <p>Who gained <b>power</b> during the time of the Ancient Greeks and Romans?</p> <p>How did the <b>beliefs</b> of the Ancient Greeks and Romans differ? How were they similar?</p> <p>How significant were the Romans and Ancient Greeks for Britain?</p>	<p><b>Perseverance</b> in history has been shown when people from different historical periods strived to achieve or create something new, by learning from others and not giving up when things got difficult.</p> <p><b>Aspiration</b> in history was shown when people or civilizations wanted to make a change, and demonstrate progress from what came before them.</p>
<p><b>Critical audience to view your work</b> -</p>	
<p><b>Assumed prior knowledge (from KS1)</b></p> <p>In KS1, children learn about historical events (such as bonfire night and Remembrance Day) and significant people in history who have helped us (e.g. Florence Nightingale, Grace Darling, Rosa Parks and other women in history, Martin Luther King).</p> <p>There is also a focus on local history in Cromford and Wirksworth.</p> <p>The children visit Cromford Mill and discuss the impact this has had on the wider community.</p>	<p><b>Linked reading opportunities – Link to big question and concepts/values</b></p> <div style="display: flex; align-items: center;">   <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p>Did Boudica do as she was told? What were the consequences? Can you identify our key concepts and values in Icarus and Daedalus?</p> </div> </div>
<p><b>Enriching experiences (experiential)</b></p> <p>Meet a Roman – school visit from Derby Museum</p> <p>Read and discuss Greek and Roman Myths</p> <p>Explore Roman sites and famous buildings inspired by Greek architecture in Britain using Google Earth</p> <p>Take part in an 'Ancient Greek Olympics'</p>	<p><b>Sticky words (topic vocabulary)</b></p> <p><b>Democracy, conflict, power, belief, migration</b></p> <p>Emperor, conquer, rebellion, barbarian, aqueduct, amphitheatre, Olympics, columns and arches</p>

## Children will learn and remember that... (declarative)

### Empire

An empire is a group of lands controlled by a single person, country or government.

The ruler of an empire is called an emperor or monarch.

I know where the Ancient Greeks lived.

I know that Greece was divided up into small city-states, like Athens, Sparta, Corinth and Olympia.

I know that each city-state ruled itself. They had their own governments, laws and army. The city-states didn't get on very well and often fought each another.

I can explain the difference between a democracy, oligarchy and a monarchy in ancient Greece.

I can discuss my own opinions of which type government I think is best.

I know that Rome was ruled by kings between 753BC – 509BC when it became a republic.

I can explain what a republic is.

I can name some of the most famous Roman Emperors and explain their role in the empire.

I know that Rome ruled over 45 million people across Europe, North Africa and Asia.

I know some of the reasons why Rome grew so rapidly from a city to an empire.

I know that, at the beginning of the 5th Century, the Roman Empire started to fall apart.

### Invasion

An invasion is an occasion when an army or country uses force to enter and take control of another country.

I know that the Greek city-states didn't get on very well and often fought each another.

I know that sometimes the Greek city-states joined together to fight against a bigger enemy, like the **Persian Empire (490 and 480BC)**.

I know that the Peloponnesian Wars lasted 27 years with Sparta eventually conquering Athens.

I understand that when Alexander the Great died, the Ancient Greek civilization began its decline and the Ancient Romans started to gain power.

I understand the terms 'invade' and 'settle'.

I can describe what the Roman army was like and imagine what life was like for Roman soldiers.

I know that, during the invasions on Britain, the Roman army landed on the beaches in Kent and battled inland.

I know that they came to Britain looking for riches - land, slaves, and most of all, precious metals such as iron, lead, zinc, copper, silver and gold.

I know who Boudicca was and what she did.

I know that, in AD410, the Romans retreated from Britain.

### Community

A community is a group of people living in the same place or having a particular characteristic in common.

A society is people living together in a community. Many different things make up a society's culture (e.g. music, arts, customs, beliefs, and religion).

I know that Ancient Greece was an early civilization which had a powerful influence on the Western World

## Children will learn to... (procedural)

### Chronological Understanding

I can use timelines to place historical events in chronological order. (year 3)

I can name, describe and place dates of significant events from the period studied on a timeline. (year 4)

#### Ancient Greece

Archaic period (800-480BC) - cities were ruled by a king-like figure.

776BC - The Greeks started the Olympic Games.

570 BC - Pythagoras was born.

508 BC - Democracy was introduced in Athens by Cleisthenes.

490BC – Battle of Marathon

Classical period (480BC-323BC)

447BC – Construction of the Parthenon (Temple to Athena) started.

432BC – The Parthenon opened.

431BC - the wars between Sparta and Athens began

(Peloponnesian Wars). 404BC – Sparta conquered Athens.

336 BC - Alexander the Great becomes king.

Hellenistic period (323BC-31BC) - The Ancient Greek civilization begins its decline and the Ancient Romans start to gain power.

147-146BC - The Greeks were defeated at the Battle of Corinth.

#### Romans

753 BC - the city of Rome was founded.

509 BC - Rome became a republic.

73BC - Spartacus the gladiator led the slaves in an uprising against Ancient Rome.

44BC - Julius Caesar, one of the most powerful generals was killed by the senate.

27BC - Augustus established the Roman Empire and became the first Roman Emperor.

27BC – 476AD – The Roman Empire

AD43 - Roman Emperor Claudius invaded Britain.

AD60/61 – Boudica led a rebellion against the Roman Empire.

AD70 - Romans conquered Wales and the North.

AD70-80 - The Colosseum was built in Rome

AD122 – Hadrian's Wall was built.

AD140 - Romans conquered Scotland.

AD391 - Christianity became the official Roman religion.

AD401-410 – Romans left Britain to defend Rome; Anglo-Saxon migrants began to settle.

#### Year 3

I understand that timelines can be divided into BC (before Christ) and AD (Anno Domini).

I know that the Greeks started a way of live similar to the one we have today.  
I know some similarities and differences between the two city-states of Athens and Sparta.  
I can explain the importance of religion in the everyday life of Ancient Greeks.  
I know some of the Greek Gods and Goddesses.  
I know a Greek myth.

I know that Romans gave Britain new towns, plants, animals, a new religion and ways of reading and counting.  
I know that, when the Romans took over Greece, they carried Greek ideas to even more countries, including ours.  
I know that Roman law had a significant influence over the modern-day laws of many countries.  
I know that in AD391, Christianity became the official Roman religion.  
I know that the Latin language was adapted by much of Western Europe during the time of the Roman Empire.

### Achievements – linked to aspiration and perseverance

An achievement is a thing done successfully with effort, skill or courage.

I know that Ancient Greek thinkers, such as Pythagoras and Aristotle made big discoveries.  
I know that Ancient Greek architecture is still imitated today in large government buildings and monuments.  
I know that the Greek alphabet was the first alphabet in history to have distinct letters for vowels and consonants.  
I know that we are still using Ancient Greek ideas in maths, science and art.  
I know that the Greeks started the Olympic Games.  
I know that the Greeks invented theatre.

I know that the Romans introduced the idea of living in big towns and cities.  
I know that the Romans spread their innovations in engineering and many Roman roads are still used today.  
I know that they built aqueducts to bring water into the cities for all to use and built strong bridges over their rivers.  
I know that our coins are based on a Roman design.  
I can suggest what life would have been like in Britain if the Romans never arrived.

**I can use historical vocabulary** e.g. century, decade.

**I can use evidence** to describe:

- houses and settlements
- culture and leisure activities from the past.
- clothes, way of life and actions of people in the past.
- buildings and their uses of people from the past
- people's beliefs and attitudes

**I can describe similarities and differences** between people, events and objects.

**I can identify** different ways in which the past is represented.

### **Year 4**

**I understand and can use more complex historical vocabulary**  
e.g. century, decade, BC, AD, era.

**I can identify and give reasons** why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.

**I can describe** how some of the past events/people affect life today.

**I can ask questions** and find answers to questions about the past.

**I can give reasons** why there may be different accounts of history.

**I can communicate ideas** about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT.