



Topic Title: What Did They Do for Us? Year 4 Summer 2



Enquiry:

How have the Ancient Greeks' achievements influenced today's society? How has the Roman Empire influenced Britain today?

Skills Taught:

Use evidence to ask questions and find answers to questions about the past.

- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Use dates and terms accurately in describing events.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas

Immersion:

Classroom museum of pictures and objects that have links to the influence of these civilisations that need labels and captions to explain the links for museum visitors.

Big Questions:

How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?

What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?

In what ways have the Ancient Greeks influenced our lives today?

Why was Athens able to be so strong at this time?

Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?

What have the Romans ever done for us?

Topic Title: What Did They Do for Us?

Focus Texts: Who Let the Gods Out?



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.• Place events, artefacts and historical figures on a timeline using dates.• Understand the concept of change over time, representing this, along with evidence, on a timeline.
Most children will:	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none">• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history.• Use dates and terms accurately in describing events.• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas
Some children will progress further and will:	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none">• Select suitable sources of evidence, giving reasons for choices.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.• Identify periods of rapid change in history and contrast them with times of relatively little change.

Enrichment/Outdoor Learning:

Under the cloth: Pupils have lots of cut up photocopy images of the ways Ancient Greece/Roman Empire has influence on our world today, all placed under a cloth. Pupils have to work in pairs to retrieve one picture and then identify it, not that easy as you have put 6 red herrings in there too!

Greek-influenced or not? Can the pupils work in groups to quickly sort out which, from a set of picture cards are the Greek- influenced developments and artifact and which are not.

Previously on

- Address and devise historically valid questions
- Understand how knowledge from the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historic information.

Key Vocabulary: impact, influence, Roman legacy, Empire, artefact, evidence, society, research

Cross-curricular links:

English: write diary accounts, letters, newspaper headlines

Geography: links to where in the world? Locate Greece and look at the Roman Empire

Celebration of knowledge and skills gained (opportunities for assessment):

Build up a class museum of artefacts, photos and written accounts.

Non-fiction texts: An Ancient Roman Fort, Romans, Roman Britain and Londinium

