




**Biscovey Academy Progression  
of Knowledge and Skills  
History- Year 4**



<u><b>Umbrella Question</b></u>	<b>How great were the Greeks?</b>	<b>Empire – What impact did the Romans have on the world?</b>	<b>Rebellion – Romans v Celts. Who was victorious?</b>
<b>National Curriculum Statements</b>	Ancient Greece - a study of Greek life and achievements and their influence on the western world	<b>The Roman Empire</b> and its impact on Britain.	The Roman Empire and <b>its impact on Britain.</b>
<b>Knowledge (Substantive)</b>	<p>We know about the Ancient Greeks who lived over 2000 years ago, through archaeological evidence (such as pottery) as well as through surviving buildings and myths and legends.</p> <p>Pottery provides important documentation for many aspects of ancient Greek life. A large number of these scenes illustrate the myths and legends of the ancient Greeks.</p> <p>Individual pots and their painted decoration can be studied in detail to answer questions about religion, daily life, and society.</p> <p>Greece was divided into city states that each had their own laws and way</p>	<ul style="list-style-type: none"><li>• They built towns, and then walls were built around the town to help protect the city and to help protect the people that lived there.</li><li>• Inside the Roman towns were different buildings beside the temples, including homes, workshops, bathhouses, shops and an amphitheatre.</li><li>• The middle of the town was called a forum, and this was the place where people would set up shops or markets, and people would come together to trade.</li><li>• <b>Concrete</b> was invented by the Romans to help make their buildings stronger and easier to build.</li></ul>	

of life, but all spoke the same language. Two of the best-known city states were Athens and Sparta.

Athens had a democratic government.

Athens great position as a seaport with expert sailors and strong ships meant that she could trade with lots of other countries for goods she couldn't grow.

Slaves made up about a quarter of the working population on Athens. Most were people who had been captured in warfare and sold to slave dealers.

The Battle of Marathon took place in September 490 BC on the plain of Marathon.

It was fought between the Athenians and the Persians.

Although the Spartans promised to send military aid to the Athenians, their laws stated they could only do so after the full moon

- **Newspapers** were first invented by the Romans around the year 131 BC. The first newspapers were written on metal or stone and posted in public areas for people to read.
- Aqueducts were not a new idea, but the Romans greatly improved the pre-existing designs. They built huge networks of pipes, channels, and bridges for transporting fresh water. The aqueducts were connected to a vast water holding area. This water would then be distributed to public baths, fountains, farms, and more.
- Many of these towns would have water that was running water and a sewage system.
- Central heating was invented by the Romans to keep houses warm in the winter. This central heating system was called *hypocaustum*. It involved circulating hot air through hollowed floors and walls.
- The Roman Empire was one of the greatest empires in history.
- The Roman Empire began in the city of Rome, Italy, and grew into a vast

had passed. Their aid thus arrived too late to help the Athenian army.

Despite the numerical advantage of the Persians, the Greek hoplites proved very effective against the more lightly armed Persian infantry. They routed the Persian wings before turning in on the centre of the Persian line.

It was the first time that the Greeks had defeated the Persians in open combat.

The ancient Olympic Games were held every four years at Olympia.

The ancient Olympic Games were primarily a part of a religious festival in honour of Zeus, the father of the Greek gods and goddesses.

Ancient Greece was far from peaceful. The city-states were often at war with one another. However, every four years, the Olympic Truce was enacted which allowed for safe travel to and from the games. This

empire as the Romans conquered areas of Africa, Europe and Asia.

- The Roman Empire was founded in 27 BC, with Caesar Augustus establishing himself as Rome's first emperor in 31 BC.
- The Romans had advanced architecture and public health, and were successful in spreading wealth and new ideas across the empire
- The Roman army was effective because it was made up of well-trained, well-armed, and disciplined professional troops.
- There were soldiers from Africa, France, Germany, Spain and the Middle East. Only men could be in the Roman Army, no women were allowed.
- Regular pay and social status proved attractive incentives for potential new recruits to the Roman army. Citizens who became soldiers would benefit from regular wages.
- The soldiers were well-trained and disciplined. They were expected to march over 30 km a

helped promote good will and healthy competition between the various city-states.

The Greek city-state of Athens first introduced the world to the idea of a true democracy.

Some of history's greatest philosophers were Ancient Greeks including Plato, Aristotle, and Socrates. Today, philosophy students still study the writings and teachings of Greek philosophers.

Greek architecture has been imitated throughout history.

Greek theatre influenced art throughout Europe including plays such as those written by William Shakespeare.

The Greeks made many advancements in the areas of science and technology. They excelled in the field of maths and we still use many of their theories like the Pythagorean theorem.

day, in full armour and carrying all of his equipment

- In AD 43, Emperor Claudius successfully invaded Britain.
- Romans wanted to control as much of the world as they could. Their main goal was to make their empire as big and powerful as possible.
- They were also seeking natural resources, such as precious metals, slaves, and farmland. Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army.
- The Britons had been helping the Gauls (French) fight against the Romans. The Romans wanted to punish the Britons for this and make sure that they could no longer do this.

	<p>Greek art heavily influenced western art throughout history. The Greeks are most known for their realistic sculpture which tried to capture the beauty and perfection in the subject.</p>		
<p><b>Skills (Disciplinary)</b></p>	<p><b>Historical Enquiry</b> I can use a variety of sources to make inferences about life in Ancient Greece.</p> <p><b>Historical Interpretation</b> I understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Historical Enquiry</b> I can use archaeological sources to make inferences about life in Ancient Greece.</p> <p><b>Historical Interpretation</b> I understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Range and depth of historical knowledge</b></p>	<p><b>Range and depth of historical knowledge</b> <b>Characteristics features of periods</b> Children can make links between different features of a society to make sense of the world lived in by people in the past.</p> <p><b>Historical Enquiry</b> Children start combining information from more than one source eg CD Rom, video, oral evidence.</p> <p><b>Historical Enquiry</b> Children start combining information from more than one source eg CD Rom, video, oral evidence.</p> <p><b>Range and depth of historical knowledge</b> <b>Characteristics features of periods</b> Children understand that people in the past had a range of different ways of looking at their world.</p>	

	<p><b>(Reasons and results of historical events)</b> I can list the reasons why Athens was a powerful city-state.</p> <p><b>Range and depth of historical knowledge</b> <b>(Reasons and results of historical events)</b> I can explain the key events of the Battle of Marathon and how the Athenians were victorious.</p> <p><b>Range and depth of historical knowledge</b> <b>(Reasons and results of historical events)</b> I can recognise the importance of the Olympic Games to the Ancient Greeks.</p> <p><b>Range and depth of historical knowledge</b> I can identify the key contributions the Ancient Greeks made to our lives today.</p>	<p><b>Historical Enquiry</b> Children start combining information from more than one source eg CD Rom, video, oral evidence.</p> <p><b>Historical Interpretation</b> Understand that people create different versions of the past for different audiences and therefore might give a different emphasis.</p> <p><b>Range and depth of historical knowledge</b> <b>Reasons and results of historical events</b> Realise that you need several causes to explain some events. Realise that events usually happen for a combination of reasons.</p>	
<b>Fieldwork/ Cultural Capital Opportunities</b>	Greek visitor.		

Significant Individuals			
Career	<p data-bbox="488 279 808 316">Maritime Archaeologist</p>  <p data-bbox="389 630 902 667">Explore the Antikythera Shipwreck.</p>	<p data-bbox="1120 279 1357 316">Bio-archaeologist</p>  <p data-bbox="1064 606 1411 643">Become a poo detective!</p>	<p data-bbox="1711 279 1957 316">Museum Curator</p>  <p data-bbox="1615 606 2056 734">Organise a display of Roman artefacts for the Biscovey Museum!</p>