

Romans		
LKS2	Cycle A	Autumn

**History – The Roman Empire**

Overview	Skills
<p>Children will recap back to the time period before the Romans – the Iron Age. They will be briefly taught about the Celts and their culture and lifestyle. Children will understand that the Iceni were a significant Celtic tribe led by Boudica.</p> <p>Children will understand the reasons for the Roman invasion of Britain, the significance of the Roman army, Roman roads and the building of Hadrian’s Wall in the conquest of Britain. The children should also learn about the rebellion by Boudica.</p> <p>Following children’s interests the children could also learn about Roman baths, cities or villas. They may wish to explore the belief systems by comparing Celtic beliefs to the Roman Gods. They may wish to look at farming or a soldier’s life on Hadrian’s Wall.</p> <p>Opportunities should be taken to use the strong archaeological records that exists for the pupils to reconstruct aspects of Roman life.</p>	Year 3
	<p><b>Skills</b></p> <p><b>Chronology</b> Place events and people on a timeline using key dates and terms. Use dates in communicating my knowledge.</p> <p><b>Interpreting Evidence</b> Use a wide range of evidence including primary and secondary sources. Understand the role of archaeology in finding out about the past.</p> <p><b>Similarity and Difference</b> Compare different aspects of everyday life over different periods studied.</p> <p><b>Continuity and Change</b> Identify a change in the period studied. Identify what stayed the same within the period studied.</p>
	Year 4
	<p><b>Chronology</b> Create a timeline showing change and continuity over a period studied. Use dates and terms.</p> <p><b>Interpreting Evidence</b> Understand and compare the reliability of a range of evidence. Select evidence to answer a question. Understand the reasons for different interpretations of evidence.</p> <p><b>Continuity and change</b> Describe a change and a continuity in the period studied.</p>

**Knowledge**

- When the Romans lived
- Brief summary of what the Roman Empire was and how it extended to Britain.
- Why the Romans invaded Britain
- What Britain was like at the point of the invasion
- The rebellion by Boudicca
- Why Hadrian's Wall was built
- Learn aspects of Roman life – follow the children's interests
- Why the Romans left Britain
- Legacy - The impact the Romans had on Britain

Link to local study if appropriate.

## Bridges

LKS2

Cycle A

Spring

### History – World Bridges

Overview

Skills

Year 3

During this term the children will make a bridge as part of a DT project. As such the children will learn about the purpose and structure of bridges and how they developed over time. They will use what they learn to inform the bridge they make.

Looking at bridges:

[https://www.popularmechanics.com/](https://www.popularmechanics.com/technology/infrastructure/g2383/the-worlds-most-impressive-bridges/)

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From all around the world:

- Roman aqueducts
- Medieval drawbridges
- Clifton Suspension Bridge
- Humber Bridge Tower Bridge
  - Golden Gate Bridge
- Leeuwarden in Netherlands
  - Millau
  - Viaduct

**Chronology**

Place events and people on a timeline using key dates and terms.  
Use dates in communicating my knowledge.

**Interpreting Evidence**

Use a wide range of evidence including primary and secondary sources.

**Similarity and Difference**

Compare different aspects of everyday life over different periods studied (different bridges and their roles)

**Continuity and Change**

Identify a change in the period studied.  
Identify what stayed the same within the period studied.

Year 4

**Chronology**

Create a timeline showing change and continuity over a period studied.  
Use dates and terms.

**Interpreting Evidence**

Understand and compare the reliability of a range of evidence.  
Select evidence to answer a question.

**Continuity and change**

Describe a change and a continuity in the period studied.

Knowledge

**Research:**

The purpose and structure of bridges and how they developed over time.

<https://www.popularmechanics.com/technology/infrastructure/g2383/the-worlds-most-impressive-bridges/>

Roman aqueducts

Medieval drawbridges

Clifton Suspension Bridge

Humber Bridge

Tower Bridge

Golden Gate Bridge

Leeuwarden in Netherlands

Millau Viaduct

**Answer the questions:**

What are the different functions of bridges? (span spaces or water/ transport goods or water eg aqueducts / accommodate buildings)

What materials can be used for bridges? Are some materials more effective for different types of bridge?

Greece		
LKS2	Cycle A	Summer

**History – Greece**

Overview	Skills
<p>Children will learn that the period of Ancient Greece spanned 3 centuries - from 800 BC to 500 BC. They will understand what is meant by civilisation and link this back to previous civilisations that they have learned about. They will know that ancient Greece was split in to city states and Sparta and Athens being the key cities. They will understand that this period is where democracy stemmed from. They will study Greek architecture and will know that the Greeks had advanced thinking skills and were responsible for the design of many inventions – e.g. Archimedes Screw. They will recognise that some of the great philosophers came from Greece.</p>	Year 3
	<p><b>Chronology</b> Place events and people on a timeline using key dates and terms. Use dates in communicating my knowledge.</p> <p><b>Interpreting Evidence</b> Use a wide range of evidence including primary and secondary sources. Understand the role of archaeology in finding out about the past.</p> <p><b>Similarity and Difference</b> Compare different aspects of everyday life over different periods studied.</p> <p><b>Continuity and Change</b> Identify a change in the period studied. Identify what stayed the same within the period studied.</p>
	Year 4
	<p><b>Chronology</b> Create a timeline showing change and continuity over a period studied. Use dates and terms.</p> <p><b>Interpreting evidence</b> Understand and compare the reliability of a range of evidence. Select evidence to answer a question. Understand the reasons for different interpretations of evidence.</p> <p><b>Continuity and change</b> Describe a change and a continuity in the period studied.</p>

**Knowledge**

Where and when they lived- how this influenced culture

- Democracy
- City states and power struggles- Sparta and Athens
- Inventions
- Philosophy
- Architecture
- Learn aspects of Greek life - follow the children's interests

Legacy of the Ancient Greeks on our lives today.