




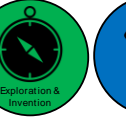




Medium term Plan For Year 4 Cycle 2

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Autumn	Spring	Summer
<p>Summer Term Cycle 1 – Ancient Rome</p> <p><i>The Roman Empire and its impact on Britain</i></p> <p>The children will have learnt about life in Britain under Roman rule including – Emperor Claudius, the 3 invasions of Britain (3rd successful invasion under emperor Claudius.</p> <p>Why the Romans were so effective at invading countries as an army.</p> <p>Benefits the Romans brought to Britain – e.g. Roman baths, roads, skills such as making glass, planting nettles for clothes/medicine.</p> <p>Boudicca and resistance to Roman rule in Britain.</p>	<p><u>Autumn Term Cycle 2 – Rampaging Raiders</u></p> <p>The children will have learnt that Britain was a place of invasion after the Romans left Britain and from 0-1000 AD Britain was invaded and fought over by Vikings, Saxons, Scots and Picts.</p> <p>They will have learnt about life in Anglo Saxon Britain, and impact the Vikings had which meant changes to law e.g. Danegeld and criminal justice systems.</p> <p>They will have learnt about Anglos Saxon and Viking Kings and their handling of invasions and the outcome of these battles/invasions.</p> <p>They will know Britain was split into 7 Anglo Saxon kingdoms and Vikings invaded via Lindisfarne > then onto York which created centuries of battles.</p> <p>Key skills: making links, know difference between fact+opinion, primary/secondary sources and BC/AD</p>	<p>Spring Term Cycle 2 – Ancient Greece</p> <p>The children will know that the period of Ancient Greece falls many years before Viking/Anglo Saxon Britain (ESSENTIAL TO SHOW VIA TIMELINE) and that the Greek period again was a significant number of years long. They will be able to show this concept on a timeline/timelines sequencing key events.</p> <p>They will be able to explain how Ancient Greece ways of life have had an impact on modern society e.g. democracy, theatre, arts, mechanics (e.g. wheel)</p> <p>The children will have researched and learnt about the Battle of Thermopylae and cause/effect of this. They will be able to explain about the figure King Leonidas and impact/effects and links to Battle of Thermopylae and Battle of Marathon.</p> <p>Key skills: <i>embedding and consolidating skills taught in Spring term</i>: making links, know difference between fact+opinion, primary/secondary sources and BC/AD</p>

Year 4 - Cycle 2

Rampaging Raiders	Go Greece Lightning	Going for Gold
Key Concepts Covered   	Key Concepts Covered    	Key Concepts Covered 
<p><u>National Curriculum</u> <i>Britain's settlement by Anglo-Saxons and Scots</i> Examples (non-statutory) This could include: - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture -Christian conversion - Canterbury, Iona and Lindisfarne <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> Examples (non-statutory) This could include: -Viking raids and invasion -resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066</p> <p>I understand the difference between BC, AD, BCE and CE (C)</p> <p>I can place dates and events on a timeline for a historical period (C)</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>I can explain the links between significant events (CO&C)</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>I know the difference between primary and secondary sources.(HE)</p>	<p><u>National Curriculum</u> <i>A study of Greek life and achievements and their influence on the western world</i></p> <p>I understand the difference between BC, AD, BCE and CE (C)</p> <p>I can place dates and events on a timeline for a historical period (Focused on WW) (C)</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>I can identify and give reasons for historical events and explain the impact (C&C)</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p>I can identify historically significant people and events and their impact (S)</p> <p>I know the difference between primary and secondary sources.(HE)</p>	<p><u>National Curriculum</u> Changes in an aspect of social history - Leisure and Entertainment in the 20th century</p> <p>I can describe and evidence similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>I can identify and give reasons for historical events and explain the impact (C&C)</p> <p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p>I can identify historically significant people and events and their impact (S)</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>I know the difference between primary and secondary sources.(HE)</p> <p>I can use research skills to find answers to specific historical questions about our locality. (HE)</p>

End points

At the end of each unit the children will:

Autumn	Spring	Summer
<p>Know</p> <p>Know the difference between BC, AD, BCE and CE and be able to compare to another historical period(C) – that Viking Britain occurred after the Romans left (Yr3 Summer Term)</p> <p>Be able to make links and explain why Romans left, why AS and Vikings, Scots invaded Britain continually for hundreds of years.</p> <p>And be able to explain and present the links between significant events – e.g. Danegeld and its impact.</p> <ul style="list-style-type: none"> - the difference between primary and secondary sources.(HE) <p>Know how to</p> <ul style="list-style-type: none"> - can place dates and events on a timeline for a historical period with further detail and accuracy whilst making connections to previous time periods studied. - describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity and compare to Ancient Rome society in Roman Britain - explore a range of secondary sources and can differentiate between fact and opinion 	<p>Know</p> <ul style="list-style-type: none"> - understand the difference between BC, AD, BCE and and that Ancient Greece was a BC period compared to previously taught historical periods and the length of Ancient Greece period of time. - How to describe similarities and differences within Ancient Greece time period in relation to society, culture, religion or ethnic diversity (S&D) - The impact of Ancient Greece on the Western world and what has remained the same or what has changed in society since then. - I know the difference between primary and secondary sources.(HE) <p>Know how to</p> <ul style="list-style-type: none"> - can place dates and events on a timeline for a historical period whilst comparing length and concepts of period lengths. - identify and give reasons for historical events and explain the impact e.g. Battle of Marathon and Battle of Thermopylae and present this information in a variety of ways. 	<p><i>Know:</i></p> <ul style="list-style-type: none"> - <i>Describe and evidence how entertainment and leisure was experienced and changed/developed over the 20th century</i> - <i>Understand similarities and differences between then and now and what factors can cause change</i> - <i>Identify and give reasons for the successes and failures of the 20th century leisure and entertainment</i> - <i>Significant people/events from this area and evaluate the impact.</i> <p><i>And know how to:</i></p> <ul style="list-style-type: none"> - <i>Answers questions and be able to research about leisure and entertainment in our local area – seaside and how this has changed/developed over time along the Hull's East Coast – linking to</i>

<ul style="list-style-type: none"> - form own fact and opinion when presented with a historical question for debate. 	<ul style="list-style-type: none"> - I can identify historically significant people and events and their impact whilst using primary and secondary sources to support significant people/events to present the information. 	<p><i>KSI seaside topic seaside and developing this further.</i></p> <ul style="list-style-type: none"> - - <i>Develop and explain points for a historical argument and explain the impact of specific events/actions.</i> - - <i>Compare two different time periods using a range of sources whilst being able to identify facts/and opinions used in the sources studied for historical argument.</i>
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Year 4 History - Autumn Term 2 **Rampaging Raiders**

National Curriculum: Britain's settlement by Anglo-Saxons, Vikings and Scots

Examples (non-statutory) This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include: - Viking raids and invasion

- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Key content including domains of knowledge

I can explain where the Anglo-Saxons came from and why they invaded Britain
I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.
I know why the Vikings invaded Britain and why they were so successful
I can explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England.
I can research and complete a study about significant historical events from our local area
I can explain how events from our local area had an impact beyond our region (relating to the key concepts)

- Key concepts Addressed



- Delivered through the following Second Order Concepts



<i>Chronology (C)</i>	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence (C & C)</i>	<i>Continuity & Change (CO & C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
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- I understand the difference between BC, AD, BCE and CE (C)
- I can place dates and events on a timeline for a historical period (C)
- I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)
- I can explain the links between significant events (CO&C)
- I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)
- I know the difference between primary and secondary sources.(HE)
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ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

School Trip idea: Jorvik Viking Centre, York with Year 3

Lesson	Objective	Activity
1	I understand the difference between BC, AD, BCE and CE (C)	<p>Introduce Britain on map, explain in history we will be exploring invaders and settlers of Britain. <i>Refer to Romans occupation of Britain (Summer Term Y3, and this lengthy period comes after the Romans left Britain - really important to link the previous topic!!!)</i></p> <p>Go through BC, AD, BCE and CE, what do they mean?</p> <p>Refer to history timeline on classroom wall throughout.</p> <p><u>Outcome: Children write definitions of each year. BC= Before Christ e.g. 2,100 BC</u></p> <p><i>Last year in Year 3 we really went over this each term so should be a quick recap.</i></p>

		<p>Resources: BBC Bitesize page - Who were the Anglo Saxons? Work through page - videos and interactive game. Pre learning (Romans had left Britain) and Vikings invade later.</p> <p>Who were the Anglo-Saxons? - BBC Bitesize</p> <p><u>Outcome:</u> I can explain where the Anglo-Saxons came from and why they invaded Britain - write a short summary, include a map of UK/Europe labelled with where Anglo Saxons came from and why they came to Britain.</p>
2	I can place dates and events on a timeline for a historical period (C)	<p>Recap on previous learning - what are the differences between BC AD BCE and CE?</p> <p>Explain they are going to order key events and dates of this period of Anglo Saxon and Viking invaders on their own timeline.</p> <p>E,g (Twinkl resource) Making your own is preferable to suit chn's needed.</p> <p>Outcome: produce a clear timeline with correct dating. Progression from Year 3</p> <p>outcome: How many times was Britain invaded? How many times did the Vikings invade? Can you identify a significant event and explain why? Add key questions/answers under timeline.</p> <div>   </div>

		<p>Plenary: Show images of England, then Viking homelands (cold, snow, rain) = why would you want to invade Britain?</p> <p>Discuss/debate as whole class. Evidence debate on Seesaw.</p> <p>Who were the Vikings? KS2 History - BBC Bitesize</p>
3	<p>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>* I know why the Vikings invaded Britain and why they were so successful</p> <p>* I can explain the struggle between the Anglo-Saxons and the Vikings for the Kingdom of England</p>	<p>2nd Concept: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>Begin with an introduction to the Vikings.</p> <ol style="list-style-type: none"> 1. Who were the Vikings? 2. Where did they come from? Compare on a map to where Anglo-Saxons came from 3. Make comparisons between AS + Vikings 4. Why would they want to invade Britain? 5. How were they successful? Look at weapons, long boats, how they invaded lands, pillaging etc. <p>Hook: Scene from a film of Vikings invading -</p> <p>Cartoon - BBC highly recommend, invasion from Viking POV</p> <p>Life in the Time of the Vikings The Story of Britain BBC Teach - YouTube</p> <p>Invasion of Lindisfarne before/after Lindisfarne before and after the Viking raids // aerial 3D flyby - YouTube</p>

Explain the struggle between Anglo-Saxons and Vikings for Kingdom of England.
Discuss why these two peoples were always fighting each other. Show events on timeline.

Outcome: produce a map of the Seven kingdoms of Anglo Saxon Britain
As a Viking leader, write a letter (recount) back to the King of the Vikings, explaining about the successful invasion of Lindisfarne. Locate Lindisfarne on map.

Seven Kingdoms of Anglo-Saxon Britain
Find and label the seven kingdoms of Anglo-Saxon Britain.



4 I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.
I can explain the links between significant events (CO&C)

Teacher support: USE KNOWLEDGE ORGANISER FOR ANGLO SAXONS AND SCOTS

Recap: Name the invaders and settlers who came to Britain already (AS + V) - show map of Britain. Are there any other countries which may have invaded? Why? Chn discuss , write down potential invaders.

LO: Explain to chn Scots were a people that invaded northern Britain from Ireland which resulted in formation of Scotland

Key vocab with map visual. Ireland, Scotland, northern, southern, east, west, invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts.

		<p>Resources: An influx of invaders PP (Twinkl, Anglo Saxons and Invaders lesson LKS2 Lesson 1)</p> <p>Outcome: Scots and Anglo-Saxons Invasions: Children complete the Scots and Anglo-Saxon Invasions Activity Sheet, completing information about the invasions. Character Analysis: Children draw Vortogern, Hengest or Horsa and write some facts about them based on what they have learnt in the lesson and additional research (if possible).</p>
5	<p>I can explain the links between significant events (CO&C)</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>- further Viking invasions and Danegeld ▣</p>	<p>What was Danegeld?</p> <ul style="list-style-type: none"> I can explain who King Ethelred II was and say when and why Danegeld was introduced <p>Important to explain about Vikings were always invading and taking over kingdoms - show further Viking Invasions and refer to timeline</p> <p>Resources and support below: Danegeld KS2 Lesson Pack - History: Vikings and Anglo-Saxons (twinkl.co.uk)</p> <p>Show PP explaining what Danegeld was.</p> <p>Preloading: what is a fact? What is an opinion?</p> <p>Write some statements on PP slide show based on previous lessons e.g. the Vikings were successful at invading. Chn decide if it's a fact or opinion. Why?</p>

		<p>Outcome: In your opinion, was Danegeld a good idea?</p> <p>Written debate - split class into 'yes' 'no' Back up opinion on Danegeld with historical facts to support argument. Evidence both opinions with back up supporting facts as a table in books.</p>
6	<p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>I know the difference between primary and secondary sources.(HE)</p> <p>- Anglo-Saxon laws and justice</p>	<p>Laws and Justice in Anglo Saxon Britain. LO: I can explain how the legal system worked in Anglo Saxon Britain. Crime and Punishment (resources e.g. ropes optional!)</p> <p>Whole class discussion:</p> <ul style="list-style-type: none"> • Why do we have laws? • What happens if we break the law? • What justice do we get if commit a crime? (do several examples) <p>Have laws and justice changed over history? Explain law and justice was very different back in Anglo Saxon times...</p> <p>Go through different methods of crime and punishment.</p> <p>Make a statement > fact or opinion? What is a fact? What is an opinion. Make sure chn are clear on this and recap from last lesson (Danegeld)</p> <p>Show examples of primary and secondary sources of crime and punishment in Britain.</p>

Outcome: sorting activity, In a table write a statement, chn tick if it's a fact or opinion (based on law and justice in Anglo Saxon Britain.

Table - primary/secondary. Have pictures of primary/secondary sources e.g. eyewitness account, illustration, stocks, sort into table.

Look at some case studies (secondary sources) decide a modern day alternative punishment , debate.

Resources: [Crime & Punishment: Anglo-Saxon Laws & Justice LKS2 Lesson Pack 2 \(twinkl.co.uk\)](#)

Vocabulary - PROVIDED IN KNOWLEDGE ORGANISERS 2X) .
KEEP AS A REFERENCE FOR ALL LESSONS.

Year 4 History - Spring Term 2

National Curriculum: A study of Greek life and achievements and their influence on the western world



Key concepts:

Second Order Concepts

<i>Chronology</i> (C)	<i>Similarity & Difference</i> (S & D)	<i>Cause & Consequence</i> (C & C)	<i>Continuity & Change</i> (CO & C)	<i>Significance</i> (S)	<i>Historical Enquiry</i> (HE)
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- I understand the difference between BC, AD, BCE and CE (C)
- I can place dates and events on a timeline for a historical period (C)
- I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)
- I can identify and give reasons for historical events and explain the impact (C&C)
- I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)
- I can identify historically significant people and events and their impact (S)
- I know the difference between primary and secondary sources.(HE)

ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

1. Children should have a copy of an Ancient Greece map to stick in their books as a reference point.



<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>
1	<ul style="list-style-type: none"> • I understand the difference between 	Posed question: <i>How far back in time was Ancient Greece?</i>

BC, AD, BCE and CE
(C)

- I can place dates and events on a timeline for a historical period (C)

LO: I can show key events of Ancient Greece on a timeline

Vocabulary: BC, AD, BCE, CE, ancient, Europe, Greece

Stoneferry Starter: Recap - what is BC? AD? BCE? CE? Children recall the differences between them and write the definitions in their books.

Lesson: Explain to children they will be learning about an Ancient culture that took place before the Vikings and Anglo Saxons - from 740 - 480 BC. How many years was this before the Vikings? (recall time period of 0-100- AD).

Show a map of Europe (on IWB, Google Earth), chn to identify Britain and recall where Vikings invaded from looking at the map.

Where is Greece? Children to locate Greece on map/atlas.

Explain this is where they will be learning about what life was like in Ancient Greece over 2000 years ago.

Pre - assessment: mind map - what do they already know about Ancient Greece? Record in books.

Timeline - recall how to read timelines, focus on BC go over line of direction and how numbers increase when you go further back in time.

Outcome: Children to produce a timeline of key dates and events for Ancient Greece- NOT A CUTTING AND STICKING ACTIVITY. They will draw and make their own timeline and order significant events in the correct order.

Reflection: Introduction to Ancient Greece with S+L discussion and opportunities.

2	<ul style="list-style-type: none">I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D) <p>LO: I can compare what life was like in Ancient Greece to now.</p>	<p>Posed question: <i>What was life like in Ancient Greece?</i></p> <p>Vocabulary: clay, tiled, courtyard, olives, figs, squid, shellfish, sacrifice, tunic, citizen, Sparta and Athens (explain 2 very different cities), slaves</p> <p>Stoneferry Starter: Where is Greece? Locate on a small map. How many years ago was Ancient Greece (multiple choice/true or false style question) - refer to timeline if needed from last lesson.</p> <p>Lesson:</p> <p>Explain that they will be learning about what life was like in Ancient Greece</p> <p>Powerpoint of info (TES daily life in in Ancient Greece)- at the end of each theme (Speech and L) get children to discuss what is similar and different with A.Greece compared to now: Homes > Food > Clothes > Jobs > men > women > slaves > marriage ></p> <p>In pairs/threes can they tell each other 3 things about every day life in Greece?</p> <p>Outcome: In books, children to produce a table for each section and complete, pictures can be added to table for visual support. Children to write a short summary of which period of time they would prefer to live in (A.Greece or now) justifying their research with reference to evidence from findings.</p> <table><tr><th>Life in Ancient Greece</th><th>Research</th></tr><tr><td>1. Homes</td><td></td></tr><tr><td>2. Food</td><td></td></tr><tr><td>3. Clothes</td><td></td></tr><tr><td>4. Jobs</td><td></td></tr><tr><td>5. Men</td><td></td></tr><tr><td>6. Women</td><td></td></tr></table>	Life in Ancient Greece	Research	1. Homes		2. Food		3. Clothes		4. Jobs		5. Men		6. Women	
Life in Ancient Greece	Research															
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3	<ul style="list-style-type: none">I can explain what changed and stayed the same in relation	<p>Posed question: <i>Why did the Ancient Greeks invent democracy?</i></p>														

	<p>to at least one of the 4 key concepts (CO&C)</p> <ul style="list-style-type: none"> • Relation to ... <ol style="list-style-type: none"> 1. Hierarchy and Power 2. Community and culture <p>LO: I can explain how the Greeks invented democracy</p>	<p>Vocabulary: democracy, vote, citizen, election, government, Athens, power, assembly, metic (foreign resident)</p> <p>Stoneferry Starter: can you remember 5 things about life in Ancient Greece? (S+L)</p> <p>Lesson: Explain that the Ancient Greeks started democracy. Discuss as whole class what democracy is - explain and use a powerpoint to support. Children should make connections that we live in a democracy in the UK today, we vote for our leaders and discuss who has the right to vote? (men/women/over18 etc)</p> <p>Democracy Educational Videos for Kids - YouTube</p> <p><use</p> <p>Introduction to Greek Democracy (KS2) - YouTube <</p> <p>(for teacher knowledge)</p> <p>Give each child their own card which will say a citizen on it (young girl, young boy, child under 10, 30 yr old woman, rich man, rich woman, slave, 30 year old male, citizen not from Athens) ask them to sort themselves into 2 sections, can vote/can't vote. Reveal card by card who can't vote > each group e.g. rich woman card = all children with that card sit down, then slaves, etc until the only people left standing are the rich, 30y/o males. Children should see visually how few people could actually vote. Life was different in Ancient Greece - explain in Athens, the Athenians only allowed certain citizens to vote- e.g. women, slaves, people who lived outside of Athens, poor people etc. is that fair?</p> <p>Ancient Athens Democracy for Kids and Teachers - Ancient Greece for Kids (mrdonn.org)</p> <p>Ancient Greece for Kids: Government (ducksters.com)</p> <p>Outcome: Write a persuasive letter from a Athenian woman writing to the Citizen's Assembly requesting for a fairer system of democracy (3 key arguments with justification)</p> <p>Plenary: Quiz - Quiz: Ancient Greece - Government (ducksters.com)</p>
4	I know the difference between primary and secondary sources.(HE)	Posed question: <i>How do artefacts help us to work out what life was like in the past?</i>

	<p>LO: To research and describe Ancient Greek-religion</p>	<p>Vocabulary: artefact, evidence, sources, archaeology, religion, gods, goddesses, worship</p> <p>Stoneferry Starter: Why was democracy unfair when voting in Athens?</p> <p>Lesson: Children to write the difference between primary and secondary sources- write definitions/ stick pictures/sentences (sen/wts) in books.</p> <div data-bbox="745 325 1122 544" data-label="Diagram"> <p>Primary Sources vs Secondary Sources</p> <p>Primary Sources: A piece of evidence created by someone at the time of the event.</p> <ul style="list-style-type: none"> Examples include: <ul style="list-style-type: none"> Letters Diaries Original photographs Government records Autobiographies Artefacts Some speeches And more... <p>Secondary Sources: Information created by someone who was not present at an event, after an event happened.</p> <ul style="list-style-type: none"> Examples include: <ul style="list-style-type: none"> Newspaper articles Textbooks Biographies TV Documentaries Non-original photographs Encyclopedias Dictionaries And more... </div> <p>Look at photos of Greek religion - explain that they worshipped many gods and goddesses.</p> <p>Research key gods and goddesses (Zeus, Poseidon, Hades, Hera, Apollo, Artemis, Athena, Aries) and their temples. How did the Greeks worship their gods/goddesses? Show primary and secondary sources e.g. temples, statues, written accounts from the time.</p> <p>Look at primary sources - (temples, statues, altar for sacrifice) look at secondary sources of (e.g. paintings, vases with images of gods and goddesses on, text books).</p> <p>Children to be absolutely clear on difference between primary/2nd sources.</p> <p>Outcome: A fact file/mindmap on a Greek God/Goddess using primary and secondary sources.</p> <p>E.g. All About Zeus, Who was Zeus? How was he worshipped? Evidence of Zeus ? Artefacts of Zeus with photos/pictures of Primary/secondary sources.</p>
5	<p>I can identify historically significant people and events and their impact (S)</p> <p>LO: I can explain who King Leonidas was and what Spartan life was like.</p> <p>(Lesson 1 of 2)</p> <p>Resource: TES powerpoint 'the Battle of Thermopylae'</p>	<p>Posed question: Who was King Leonidas of Sparta?</p> <p>Vocabulary: Sparta, war, Athens, Persians, Battle of Marathon</p> <p>Stoneferry Starter: Give examples of Primary Sources/ Give examples of Secondary Sources - what is the difference?</p> <p>Lesson:</p> <p>Explain that they will be looking at the Battle of Thermopylae which took place in 480 BC. Add to</p>

		<p>timeline from lesson 1 if not on. But in order to understand the battle, they need to understand the King and his Spartans who fought it.</p> <p>Who were the Spartans? Explain what life was like in Sparta This is Sparta: Fierce warriors of the ancient world - Craig Zimmer - YouTube</p> <p>Pause after each fact is show on video (Speech and language discussion) e.g. why did they leave some new born babies on a mountain to die? At what age did boys go to train? What was different about life for Spartan girls compared to women from Athens? King Leonidas was a Spartan soldier - let's see what his life was like. Most Hardcore Soldier: Spartan - YouTube</p> <p>Compare Spartan life to Athens life. Explain that these 2 cities although very different, they came together to fight the Persian army in the battle of Thermopylae.</p> <p>Spartans What is your Profession (HD) - YouTube</p> <p>- play from 32 seconds into video</p> <p>Outcome: write a bullet list of reasons (from a Greek citizen point of view) as to why King Leonidas and Sparta is the strongest city in Greece to lead a battle and why you should follow them into war against Xerxes.</p>
6	<p>I can identify and give reasons for historical events and explain the impact (C&C)</p> <p>LO: I can explain who King Leonidas was and how he led the Battle of Thermopylae and the impact this had. (Lesson 2 of 2)</p> <p>Resource: TES powerpoint 'the Battle of Thermopylae'</p>	<p>Posed question: <i>Why was the last stand of the 300 Spartans so important for the future of Ancient Greece?</i></p> <p>Vocabulary: Sparta, war, Athens, Persians, Battle of Marathon, Xerxes, Persia, invasion, defend, betrayyal, traitor, alliance, unite, dominate.</p> <p>Stoneferry Starter: 5 facts about Sparta - true or false?</p> <p>Lesson: Summarise the pre-learning to children. Show Persia on map. King Xerxes of Persia was incredibly powerful and wanted to dominate the world. He was invading countries from Asia and beyond. Countries had a choice > let Persia invade and follow their rule, refuse and men die/women/elderly+children to be slaves. Sparta told Persian messenger that Sparta would never give up</p>

	<p>or surrender, they were Sparta and loyal to defend to death!</p> <p>King Leonidas decided to take 300 Spartans to defend Greece at the pass where Persian ships would land. About 7000 other citizens from other Greek states followed Leonidas and the 300.</p> <p>3 day battle - use a powerpoint or video Battle of Thermopylae - YouTube</p> <p>The Battle of Thermopylae : Last Stand of The Greeks - Military History Animated. - YouTube.</p> <p>The LEGENDARY Battle of Thermopylae - THE 300 SPARTANS - YouTube</p> <p>Outcome: To write a summary of the Battle of Thermopylae (Day 1, Day 2, Day 3) and explain the impact the sacrifice of Leonidas and the 300 Spartans had on both Greece and Persian forces.</p> <p>Optional Plenary* Play clip from 1.26 in - do not show before that) 10,000 spartans leading 30,000 greeks, 3-1 ods (outnumbering Persians) so Leonidas and Spartans had a massive impact on defending Greece. Would the sacrifice of the Spartans have inspired you to fight for Greece? S+L</p> <p>300 Ending Scene and Motivational Speech - YouTube</p>
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Year 4 History – Summer Term 2 – Going for Gold

National Curriculum

Changes in an aspect of social history – Leisure and Entertainment in the 20th century

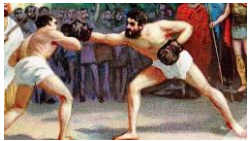














Key concepts:



Second Order Concepts

<i>Chronology ©</i>	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence (C & C)</i>	<i>Continuity & Change (CO & C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
<ul style="list-style-type: none"> I can describe and evidence similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D) I can identify and give reasons for historical events and explain the impact (C&C) I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C) I can identify historically significant people and events and their impact (S) I can explore a range of secondary sources and can differentiate between fact and opinion.(HE) I know the difference between primary and secondary sources.(HE) I can use research skills to find answers to specific historical questions about our locality. (HE) 					

ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>			
Prior Learning And lesson 1	<p>Children will have learnt about life in Ancient Greece, including culture, life style, homes and living, leisure and entertainment, Olympics, food. This information can be used to make comparisons to the 20th Century.</p> <p>I can describe and evidence similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p>	<p>Recap of Ancient Greece: what was life like back in Ancient Greece? How did people live? (S+L) Discuss: men, women, democracy, culture e.g. theatre, religion e.g. temples for different gods/goddesses, food, Olympics Which areas would be classed as Leisure and Entertainment? Then explain what leisure /entertainment mean. Sorting activity: put pictures of leisure/entertainment into columns e.g.</p> <div style="display: flex; justify-content: space-around;">    </div> <p>Include (3 of each): sports, dancing, gym, relaxing, theatre, cinema, people around dinner tables eating</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Ancient Greece/Rome</td> <td style="width: 33%;">20th Century (explain this means years 1900- 2000, may be misconceptions to address)</td> <td style="width: 33%;">21st Century - 2022</td> </tr> </table>	Ancient Greece/Rome	20 th Century (explain this means years 1900- 2000, may be misconceptions to address)	21 st Century - 2022
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		<p>Discuss what's similar and different, make links to previous units orally</p> <p>We still have the Olympics today but the differences are...</p> <p>The Romans brought the baths to Britain and today we go to spas/baths to socialise and relax.</p>																														
2	<p>I know the difference between primary and secondary sources.(HE)</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <div></div>	<p>Posed question: What's the difference between a primary source and a secondary source?</p> <p>Vocabulary: primary, secondary, fact, opinion, artefact</p> <p>Stoneferry Starter: Show Amy Johnson death mentioned in Newspaper article (you can make bigger) is this a primary or secondary source? Why? Then show Ancient Greece text book -) is this a primary or secondary source? Why? Then show</p> <div></div> <p>RESOURCES NEEDED FOR THIS LESSON – PRIMARY/SECONDARY</p> <p>Lesson: children to look at different leisure and entertainment sources from the 20th century and sort them into a table examples: <i>try and get images for local area.</i></p> <p>Primary examples >Old fashioned cinema ticket, photographs of social dancing, games, TV, radio, newspaper articles e.g. opening cinema, bathing at seaside, leaflets for theme park,</p> <p>Secondary: history book, biography, websites, statistics</p> <p>Outcome: Children to sort the sources into primary and secondary sources. Write 2 short definitions of primary/secondary resources. Refer to support sheet already in books. Then write difference between fact/opinion. Discuss with both sources you can have facts/opinions as historians.</p> <p>Plenary: which source is more useful to find out about things that happened in your local area, why?</p>																														
3.	<p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <div></div>	<p>Posed question: What has changed and stayed the same when going to the seaside in the 20th century compared to the 21st century?</p> <p>Vocabulary: seaside, tourism, tourists, leisure, social, entertain</p> <p>Stoneferry Starter: show photo of Scarborough beach in 20th century – what is the same? what is different? (compared to now when you go to seaside)</p> <p>Lesson: Look at a slide show of different images of Scarborough beach/leisure activities in Scarborough during 20th century and now (then/now photos side by side) (plenty of images to snip off google) for each picture, children to discuss what is the same, and what is different</p> <p>Outcome: produce a table showing what has changed and stayed the same since 20th century. Include title.</p> <table><tr><th>SEASIDE</th><th>20TH CENTURY</th><th>21ST CENTURY</th><th>SAME</th><th>DIFFERENT</th></tr><tr><td>1. CLOTHES</td><td></td><td></td><td></td><td></td></tr><tr><td>2. ENTERTAINMENT</td><td></td><td></td><td></td><td></td></tr><tr><td>3. FOOD</td><td></td><td></td><td></td><td></td></tr><tr><td>4. SWIMMING AREA</td><td></td><td></td><td></td><td></td></tr><tr><td>5. BEACH</td><td></td><td></td><td></td><td></td></tr></table>	SEASIDE	20 TH CENTURY	21 ST CENTURY	SAME	DIFFERENT	1. CLOTHES					2. ENTERTAINMENT					3. FOOD					4. SWIMMING AREA					5. BEACH				
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4.	<p>I can use research skills to find answers to specific historical questions about our locality. (HE)</p> 	<p>Posed question: What was going to the cinema like in Hull during the 20th century? Vocabulary: theatre, cinema, pictures, ushers, matinee, intervals Stoneferry Starter: S+L – what is it like when you go to the cinema now? Children share their answers and scribe onto flipchart with 2022 Leisure and Entertainment (a reference point for later in lesson) e.g. 3d, 2d, 4d, showings, online booking, trailers, food/entertainment such as bowling, arcades in some cinemas. Lesson: Using Ipads/laptops – children to research and find out information about going to cinema in the 20th century in Hull. Show images of the Cecil, ABC, Odeon cinemas in Hull, what can they find out about cinema? Outcome: Then research and answer following questions.</p> <ol style="list-style-type: none"> 1. Oldest cinema in Hull 2. How cinemas have there been in Hull? 3. How much did it cost to go to cinema in 1950, 1970, 1990? 4. How was it organised to see a film? (e.g. queue up, show times) 5. What was food like? 6. Why did films have intervals? 7. What did a cinema look like Hull? (20th century) <p>Plenary: S+L do you think cinemas have improved since the 20th century? How? Why? Is there anything from 20th century you'd like to see return to cinema.</p>
5.	<p>I can identify and give reasons for historical events and explain the impact (C&C)colour TV</p> <p>12th January 1950 This date marked a momentous day as the public were introduced to colour television for the first time. This was demonstrated in the Walker building, Washington across 8 television sets, all playing a short program in unison. It was met with a somewhat lukewarm reception by the public, who still largely continued to watch television in black and white.</p> 	<p>Posed question: How did introduction of colour TV change entertainment and leisure? Vocabulary: television, broadcast, programme, black+white, demonstrated Stoneferry Starter: Show> Dorothy entering Technicolor - YouTube</p> <p>Explain going to cinema > black and white movies, then technicolour. First colour film was...wizard of Oz in 1937.</p> <p>Can children think of 5 different things that would be better in colour on TV than black and white? E.g. sports match, Royal event/wedding</p> <p>Lesson: Research date 12.1.1950 when colour TV was first shown. See info.</p> <p>What might be a factor that might have slowed down the sales of colour TV increasing? (cost, preferences, availability) e.g. 1966 world cup final was broadcast in b+w.</p> <p>Outcome: Was the invention of colour TV good or bad? Bullet point list of reasons for colour TV and subheading of its impact.</p>
6.	<p>I can identify historically significant people and events and their impact (S)</p>	<p>Posed question: What was the impact of the Beatles? Vocabulary: perform, musicians, global, famous, mania Stoneferry Starter: Show Beatle mania The Beatles - Beatlemania! (London 1964) - YouTube</p> <p>Answer after- who were the Beatles? Where are they from? Why are they famous? Gauge from children and write key points on flip chart/white board. Explain they were infamous during 1960s. Refer to video as this video was in 1960s but is still being shown in black and white (previous lesson about impact of colour) over 10 years on and B+W being used still.</p> <p>Lesson: research the Beatles using primary and secondary sources. USE THESE 7 FACTS link ></p>

[Impact Of The Beatles | How The Beatles Changed The World - Upbeat Geek](#)

Outcome: produce a fact file about the Beatles and their impact as a consequence:

See below: ADDED SENTENCE STEMS AS AN IDEA

THE BEATLES	THEIR IMPACT
Music	e.g. songs known all over the world and are still known, played to this day.
Fashion and Hair	Fans followed the trends which then influenced shops/retail.
Liverpool	Liverpool became a tourist hot spot for Beatle fans increase in tourism/fans and also increased city financially, trade, wealth
Hull	Performed in Hull at venues x,y,z
Paul McCartney	Worked alongside other famous pop stars e.g. Michael Jackson Wrote songs for many artists – increase and benefit music industry
John Lennon	Impact of song 'Imagine' Impact of his death and what it meant for world.

*JR mum to visit to discuss cinema and Beatles