

**Y4 – The Romans and their impact on Britain; The Earliest Civilisations (overview); Ancient Egypt (in-depth)**

**Rationale**

During the Autumn term, Year 4 children will learn about the Roman invasion and occupation of Britain as chronologically, it follows on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain progressed just like the children have. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, children will be able to make clear comparisons and begin to place both their learning on the Stone to Iron ages into context, as well as their learning about the Romans. Identifying what an ‘empire’ is and the role that it played in spreading people and ideas will help them in future years when the concept reappears in different contexts.

During the Summer term, the children will start with an overview of the earliest civilisations (Ancient Egypt, Ancient Sumer, Shang Dynasty and Indus Valley) locating where they were in the world, noting the connections and contrasts and understanding their achievements in relation to the ancient world and the development of the modern world. This will be followed by an in-depth study of Ancient Egypt. This links well to previous learning with prehistory in Y3 and the Romans studied in the Autumn of Y4. Direct comparisons can be made with both previous topics in terms of housing, achievements, religion, and chronology. This then reinforces the learning of both periods of history and contextualises the new learning. Attention will be paid mostly to the achievements of the Egyptians beyond building pyramids and mummification to challenge the children’s perceptions that Ancient Egypt was only famous for these things.

**Learning**

**Prior Knowledge**

Children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements as laid out for most KS2 topics:

- Achievements
- Housing
- Society
- Beliefs

They will also have learned about the development of Ironstone Mining and the growth of Teesside

They have learnt how history can be local, national or international

They have learnt how certain periods of history are marked by changes and certain events or people have had a significant effect on history

**In Year 4, pupils are taught**

About the Ancient Romans and their impact on the world including Roman Britain. They will investigate Roman:

- Achievements
- Housing
- Society
- Beliefs

This will be done in direct comparison to the Iron Age learnt in Y3 to provide context to both periods. They will learn about how the Roman Empire affected Britain and to what extent these effects had long or short-term impact.

Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in-depth study. This will include:

- Achievements
- Housing
- Society
- Beliefs

This will be in comparison to both Prehistoric Britain (Y3) and the Ancient Romans as they lived concurrently at various points in history. Children will learn about unification, science, medicine and Egypt’s growth in power due to trade.

**In Year 5 pupils will learn**

About the Ancient Greeks and their impact on the western world, as well as their daily lives and culture. This will follow on from and provide comparison to the study of the Ancient Romans and Egyptians to provide context as they existed at similar and concurrent times, allowing the children to see the similarities and differences and how all three civilisations interacted with each other.

Children will also learn about the Anglo-Saxons and Vikings and their struggle for control of Britain. This will continue the chronological timeline of British history, following on from Roman Britain. Having used the core aspects set out for KS2, comparisons of achievements, housing, society and beliefs can and will be made to the Ancient Romans and between the Anglo-Saxons and Vikings themselves. By studying the settlement of the Anglo-Saxons and Scots, the children will understand how and why they defended their lands against Viking attackers.

## Key Vocabulary

duration' 'period' 'era' 'concurrent'  
 'during this time' 'previously' 'compared to'  
 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'  
 'Egyptologist' 'mummification' Pharaoh' 'papyrus'

## Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identify the role of an empire and the impact it has on people</p> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identifying the role of continuity and change in Britain under the Romans and the impact that it did or didn't have</p> <p>Identifying the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>Identifying the cause and effect of invasion of Egypt from multiple civilisations</p>	<p>Use primary sources about Boudicca to understand that it is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p> <p>Identify why the Egyptians are viewed as so significant due to their achievements</p> <p>Identify why there are so many different interpretations of</p>	<p>The Roman Empire didn't really have all that much impact on Britain, did it?</p> <p>The Egyptians are only famous for their pyramids and mummies.</p> <p>Semi-guided enquiries that allow children to make independent decisions and use evidence to justify</p> <p>Children to present their enquiries in different ways</p>	<p>Identifying the provenance of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Identifying why sources can lead to a variety of interpretations - Egyptian paintings and recordings etc.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>

		Identifying the role of continuity and change in Egyptian religion and the impact that it had		Egyptian achievements			
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