

The Gunpowder Plot

- The gunpowder plot was an attempt by Catholics who were disappointed by James I to kill the King and his government.
- The plot was discovered at the last minute, and stopped.

Causes of the Civil War

- Charles I became king in 1625, and made many mistakes.
- He did not call Parliament, taxed people to fight foreign wars, and did not behave like a Protestant.
- This all spelt trouble...

The Stuart Succession

- In 1603, Queen Elizabeth died. She had never married, and did not have an heir.
- King James VI of Scotland was invited to come to England and become King James I.

Core Knowledge

History Unit Overview – Year Four

Unit 1: The Stuarts

Application of Knowledge

Causes of the Civil War

- Play a decision making game, where imagine they are Charles I and have to make decisions (on foreign wars, tax, religion). Ask them to choose the most sensible course of action for each.
- Ask pupils to imagine that they are normal British citizens living through the reign of Charles I, and to plan what they could do to stop Charles I from being such a bad ruler.

The Stuart Succession

- Pupils imagine that they are King James I. They write an account about becoming King of England - particularly considering that Elizabeth I had executed his mother!
- Study James I's early measures as King, in particular his attitude towards Royal power and religion. This will anticipate the causes which lay behind the gunpowder plot.

The Gunpowder Pot

- Ask the pupils what the consequences would have been had the Parliament, the King and his court had all been killed.
- Run a mock trial in the classroom against Guy Fawkes, who had been caught red-handed amongst the barrels of gunpowder.

The Restoration

- After the Civil War, England was ruled without a King. However, in 1660 Charles I's son became King.
- His name was Charles II, and the most famous event in his reign was the Great Fire of London.

The English Civil War

- King Charles I refused to come to an agreement with Parliament about how to share power.
- In 1642, the King declared war on Parliament, causing the English Civil War. It lasted for nine years.

The Glorious Revolution

- There was another King who Parliament and the people did not like, called James II.
- Parliament invited another man, named William, to become King. He had to sign the Bill of Rights.

Core Knowledge

History Unit Overview – Year Four

Unit 2: The Civil War and after

Application of Knowledge

The English Civil War

- Pupils study the difference between the Roundheads (who fought for Parliament) and the Cavaliers (who fought for the King). They then decide who they would have preferred to fight for, and which was more likely to win.
- Pupils try Charles I in court for treason against his own people. They put together a case for the prosecution and defence, and decide whether he should die.

The Restoration

- Study the character of Charles II, 'the Merry Monarch'. In particular, look at him in comparison to Oliver Cromwell.
- Study the Fire of London, and investigate how it was stopped from burning down the whole of London.

The Glorious Revolution

- Pupils study the Glorious Revolution, and analyse why it has been remembered as so 'Glorious'.
- Pupils reflect on all of the information they have studied about struggles between King and Parliament through the Seventeenth Century. They then design their own 'Bill of Rights' that a prospective King will have to sign and agree.

Roman Religion

- The Romans based much of their culture on the Greeks.
- Roman gods were the same figures as Greek gods, but with different names, such as Jupiter for Zeus, and Mars for Ares.

The founding of Rome

- Rome was founded almost three thousand years ago by two brothers Romulus and Remus.
- Legend has it they were raised by a wolf, and Romulus killed Remus in an argument over a wall.

Roman Culture and Society

- Rome became a republic around 500 BC, ruled by consuls and a Senate.
- Roman society contained slaves, plebeians (poor citizens) and patricians (rich citizens).

Core Knowledge

History Unit Overview – Year Four

Unit 3: The Founding of Rome

Application of Knowledge

The founding of Rome

- Study the story of Romulus and Remus: their mother's pregnancy; their descent from the god Mars; being raised by a she-wolf; founding Rome; Remus's death.
- Draw a comic strip or picture board representing this story. Pupils could also act out parts of the story in the classroom.
- Study the location of Rome, spread across seven hills by the river Tiber.

Roman Religion

- Study the different Roman gods: Jupiter, Juno, Minerva, Mercury, Mars, Venus, Diana, Apollo, Pluto, Saturn, Neptune and Vulcan.
- Pupils each choose one god to study, creating a one page presentation about the god.
- Act out a mock-Roman sacrifice.

Roman Culture and Society

- Act out the workings of Rome's early Republic, with each pupil representing different roles. Then, draw a diagram to represent the power hierarchy: consuls at the top; then senators; magistrates, patricians; plebeians; and lastly slaves.
- Look at various Latin words, and work out which English words they have created, such as *mater* (mother) or *liber* (library).

Hannibal and Carthage

- The second Punic War began under Hannibal, a great Carthaginian commander.
- His army crossed the Alps on elephants to attack Rome. Eventually, the Romans won.

First Punic War

- The first Punic War was fought against the Carthaginians, a civilisation who lived in north Africa (modern day Tunisia).
- It was fought over the island of Sicily, and the Romans won.

The Roman Empire

- After the end of the Third Punic War, Rome was the undisputed power in the Mediterranean.
- This sees the beginning of the Roman Empire, which covered parts of Africa, Asia and Europe.

Core Knowledge

History Unit Overview – Year Four

Unit 4: Punic Wars

Application of Knowledge

First Punic War

- Study a map of the Mediterranean in 264 at the outbreak of the first Punic War. Carthage are the major power in the region, but the Romans have conquered all of the Italian peninsula.
- Compare the relative strengths of the Roman and Carthaginian forces, in particular Rome's strength on land, but the Carthaginians' strength at sea.

Hannibal and Carthage

- Study the life story of Hannibal, and write a short biography about him, explaining why he is remembered as one of history's greatest military commanders.
- Trace the route of Hannibal's invasion, starting in Spain and then crossing the Alps into Italy.

The Roman Empire

- Shade in a map of the land around the Mediterranean, colouring the parts of the world that the Roman's captured from the Carthaginians.
- Study the process behind making Roman roads, and consider why they were such a vital part on the functioning of the Roman empire.
- Explore the meaning of phrases such as 'all roads lead to Rome', and 'Rome wasn't built in a day.'

Dictator for life

- Having invaded Rome, Julius Caesar became 'dictator for life'.
- He was seen to grow too powerful, especially with his relationship with Cleopatra. This led to his famous assassination.

Early life

- As a youngster, Julius Caesar was captured by pirates, and conquered Gaul for the Romans.
- After an argument with his rival Pompey, Caesar invaded Rome and took control.

Rome after Caesar

- After Caesar's death, Mark Anthony and Octavian were made joint rulers of Rome.
- Mark Antony married Cleopatra, leading to a war between the two rulers, which Octavius won.

Core Knowledge

History Unit Overview – Year Four

Unit 5: Julius Caesar

Application of Knowledge

Early life

- Complete a story board of Caesar's early life, as a soldier who rose to be a great General, and eventually invaded Rome to become 'dictator for life'.
- Study the story of Caesar's conflict with Pompey, and his eventual decision to 'cross the Rubicon'. Explain what this phrase has come to mean, and consider other occasions where people have made such decisions.

Dictator for life

- Study the character of Cleopatra, and write an imaginary love letter from Julius Caesar to his new love, or the other way around.
- Act out the assassination of Julius Caesar, stabbed 22 times by different members of the senate at the foot of Pompey's statue.

Rome after Caesar

- Study how Octavian became Augustus Caesar, the first Roman Emperor. Learn about the Emperor wearing purple; burning their own palaces; and releasing an eagle on their death.
- Study how Roman gods, numbers and historical figures have given us the names of our months. This compares with Anglo-Saxon words which have named the days of the week.

Roman Sports

- Entertainment was central to life in Ancient Rome.
- The Roman Emperor would often pay for chariot races and gladiator contests to keep his people happy.

The Roman City

- The Romans made many amazing advances in civilisation. These included building aqueducts; roads; baths; and coliseums.
- The centre of the Roman city was the forum.

The fall of Rome

- The Roman Empire fell in 476 AD, when it was invaded by Visigoths who destroyed the city.
- With it, all of the learning and culture that the Romans had achieved was lost.

Core Knowledge

History Unit Overview – Year Four

Unit 6: Later Rome

Application of Knowledge

The Roman City

- Study the process of a trip to a Roman Bath: the Apodyterium; Tepidarium; Caldarium and Frigidarium. Complete a storyboard about a trip to the baths, explaining each stage.
- Learn what was eaten at a Roman dinner party, and how guests behaved. Create an invitation to a sumptuous Roman feast.
- Write a description of walking through the forum in Rome.

Roman Emperors

- Watch footage of a gladiator contest or chariot race. This could include (sensibly vetted) scenes from Gladiator (2000), Spartacus (1960) or Ben Hur (1959).
- Design a poster advertising a Roman Gladiator contest or chariot race.

The fall of Rome

- Create a timeline of Roman history, from the founding of the city by Romulus in 753 BC, to the sacking of Rome in 476 AD.
- Look at all of the things that we enjoy or use today, which were given to us by the Romans: cities; roads; words and phrases; ideas; numerals and so on.
- Study the development of Constantinople after the Roman Empire, and its beautiful mosaics.