

Ancient Greeks

Year 4,5,6 Year A
Autumn 1

By the end of this unit children will have learnt...

How History of other civilizations informs their own lives today and how periods of history are linked and inseparable. They will be able to use increasingly complex and accurate historical language to describe periods in time and events over time. They will be able to use increasingly independent research skills to follow their own lines of enquiry and be able to use what they find to enrich their own knowledge and understanding of Greek life and culture and how it impacts on us. Gods, goddesses and mythology will be covered in literacy learning.

Their art work, clay pots and a clay 'fragment' will be outcomes and will reflect developing sketching and drawing ability with finished products that are completed and displayed in a class museum.

Their big question 'How do we make our mark?' with the concepts of power, democracy and influence will run as a thread through both the history work, art (art as a medium to interpret history) and RE and PSHE learning on Sikhism and development and understanding of self.

	Year 4	Year 5	Year 6
History	<p>National curriculum</p> <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time and develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources Pupils should be taught about...Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>Previous learning links in history: Year 4 children have used historical skills to learn about the Great Fire of London most recently in Year 3 (Year C, Spring 1) where the focus was cause and consequence and characteristics of the period. Prior to this as Year 2 children they studied a significant individual (Scott) during their Antarctic topic (Year B, Spring 1) and used historical skills through questioning and changes within living memory for their toys topic as Year 2s (Year B, Autumn 2).</p> <p>Year 5 & 6 children have all completed historical studies of Baghdad, Tudors and adventurers and WW2 so should have developed chronological understanding of events over time and have foundations to build on to develop understanding of significance of discoveries impacting on life today. During home learning, they also explore Romans as a whole school topic and what the Romans left for us. Making connections between periods of history is also a feature (cause and consequence) of learning thus far.</p>		
	<ul style="list-style-type: none"> Vocabulary: use abstract terms eg empire, civilization, parliament 	<ul style="list-style-type: none"> Vocabulary: make appropriate use of historical terms in discussion and 	<ul style="list-style-type: none"> Vocabulary: use in context and understand terms relating to different

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	<ul style="list-style-type: none"> Chronology: place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Continuity & change: explain the impact of a significant historical period on life in Britain Historical questions: ask & answer more complex questions through independent research 	<p>understand concepts eg. local, regional, national and international</p> <ul style="list-style-type: none"> Chronology: independently place historical events or change on a timeline, remembering key facets from a period of history studied Continuity & change: link events from periods studied to changes or developments in contemporary society both in Britain and the wider world Historical questions: follow independent lines of enquiry and make informed responses based on this. 	<p>types of history eg. cultural, economic, military, political, religious & social</p> <ul style="list-style-type: none"> Chronology: create, from memory, a timeline from dates, details, eras showing knowledge of how to check for accuracy Provide reasons for, and outcomes of, the main events and changes in historical periods showing factual knowledge of aspects of Britain and the wider world. Historical questions: independently investigate a complex historical research question.