

What it looked like last unit



Anglo-Saxons, Picts and Scots

You will have a knowledge of prehistoric history in Britain and the Roman invasion, you then found out about and compared the next invaders to Britain's shores chronologically.

What it looks like next unit



Vikings VS Anglo - Saxons

The Anglo-Saxons' and the Vikings' fight for power will build on and enhance your current knowledge of Britain's story, from to Stone Age to the Romans and Celts.

Vocabulary (definitions)

Government - the group of people with the authority to govern a country or state;

Athens - Athens is the capital and largest city in Greece

Sparta - a prominent city-state in ancient Greece

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives

Hoplite - the most common type of heavily armed foot-soldier in ancient Greece from the 7th to 4th centuries BCE

Philosopher - someone who practices philosophy. The term means "lover of wisdom".

Sequence of Learning

1. Learn about Greece and to place the ancient Greek civilisation in time.
2. Learn about the differences between Athens and Sparta and to understand the term 'democracy'.
3. Learn about ancient Greek warfare.
4. Find out about the beliefs of the ancient Greeks.
5. Find out about daily life in ancient Greece.
6. Learn about the impact of the ancient Greek civilisation on the modern world.
7. Recall and summarise what you have learnt about ancient Greece.

Year 4 – Ancient Greeks

Cultural Capital

You have studied Pre-historic Britain, the Ancient Egyptians, and in introduction to Early Civilisations. Now you will develop your knowledge of the Greeks with a more in-depth study.

- What was the name of the form of government in Athens?
- What was a hoplite?
- What was the connection between Athens and Sparta?
- How did the Greeks influence the Olympics?
- How did the Greeks influence our lives today?
- What are the links between the Greek and the Roman Gods?



Other Links

Year 3 Prehistoric Britain, Year 3 Ancient Egypt, Year 3 Early Civilisations, Year 5 The Shang Dynasty and Year 5 The Maya

Skills

| Chronological Awareness | Range and Depth of Historical Knowledge | Interpretations of History | Historical Enquiry | Organisation and Communication |
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| Place events from period studied on a timeline. Use terms related to the period studied and begin to date events. Understand more complex terms e.g. BCE/AD | Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. | Look at the evidence available. Begin to evaluate the usefulness of different sources. Use of text books and historical knowledge. | Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions. | Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups. |

Year 4 – Ancient Greeks

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| Use words and phrases; century, decade, ancient civilizations, period and topic related vocabulary which denotes the period. | Develop a broad understanding of ancient civilisations. | | Use the library, e-learning for research | |
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Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology

