

# Plan of Key Learning in History with assessment

Date:

| Year 4                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Purpose of the unit/National Curriculum                                               | To complete a study of Greek life and achievements and their influence on the western world                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| By the end of the learning the children will know how it fits into the curriculum:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Overarching question                                                                  | How have the achievements of the Ancient Greeks influenced the Western world? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Books                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| What do I already know that will help me learn about this?                            | Stone Age to Iron Age (Yr 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| How does this link to future learning?                                                | Romans (Yr 5)<br>Anglo Saxons (Yr 5)<br>Vikings (Yr 6)<br>Maya (Yr 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Key points for the start of the topic                                                 | <b>*Always try to start your topic with an engaging 'hook' linked to inquiry skills. This could be a discussion about a photograph, a poem, a 'clue box,' an artefact. 'Inference grids' are good to use. Get children to generate questions or look for clues.</b><br><b>Where does this fit <u>chronologically</u> with what the children already know?</b><br><b>Use key historical terminology to place the new learning historically e.g. decade, century</b><br><b>Link what the children already know to the new topic.</b>                                                                                                                                                                                                                       |
| By the end of this learning the children will have used these historical skills (LO): |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Learning objectives linked to Chronology                                              | Show their increasing knowledge and understanding of the past by: <ul style="list-style-type: none"> <li>Developing a chronologically secure knowledge and understanding of world history, knowing key dates and historical terms.</li> <li>Making some links between and across periods, such as the difference between clothes, food, buildings or transport.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |
| Learning objectives linked to Events, People and Changes                              | Be able to describe some of the main events, people and periods they have studied by: <ul style="list-style-type: none"> <li>Understanding some significant aspects of history including the nature of ancient civilisations).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Learning objectives linked to Communication                                           | <ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information, using specialist terms like civilisations, ancient, and vocabulary linked to chronology.</li> <li>Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>                                                                                                                                                                                                                                             |
| Learning objectives linked to Enquiry, Interpretation and Using Sources               | <ul style="list-style-type: none"> <li>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the lifestyles and beliefs of the ancient Greeks</i>).</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (<i>artist's pictures, tomb paintings, written sources</i>).</li> </ul> |
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| By the end of this learning the children will know: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                     | 1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                     | 2. What can we work out about everyday life in Ancient Athens?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                     | 3. Why was Athens able to be so strong at this time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                     | 4. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                     | 5. Which ancient Greeks are remembered for their achievements?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                     | 6. How have the achievements of the Ancient Greeks influenced the Western world?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                     | Who were the ancient Greek gods and heroes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key vocabulary</b>                               | Democracy, government, ancient, Greeks, Comedy, satire, tragedy, Dictatorship, myth, chronology, chronological, duration, sequence, political, religious, social, timescale Timeline, culture, beliefs, achievements, artefact, primary source, primary evidence secondary source, secondary evidence, analyse, hypothesis, oral history, narrative infer, inference, change, society, significant, similarity, difference, trends, interpretation, British, civilisation, AD, BC, CE, BCE,                                                                                                  |
| <b>Key knowledge</b>                                | <p>Ancient Greece civilisation began 3000 BC to 146 BC</p> <p>Minoans were first Greek civilisation</p> <p>The Parthenon</p> <p>The Acropolis</p> <p>Olympics began in ancient Greece in 776BC</p> <p>Greeks worshipped many gods including Zeus (king of the gods), Poseidon, Aphrodite</p> <p>Greeks had a lot of myths and legends</p> <p>The word alphabet comes from the 1<sup>st</sup> and 2<sup>nd</sup> letters of the Greek alphabet 'alpha' and 'beta'</p> <p>Socrates – philosopher</p> <p>Aristotle - scientist</p> <p>Archimedes – mathematician</p> <p>Alexander the Great</p> |
| Key Learning for this unit                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Below Expected                                      | Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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