

What you have learnt already in year 3:

Chronological understanding:

I have learnt to develop my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline. I have learnt to confidently make links between areas of history I have studied in Year 3 and previously, as well as identifying similarities between them.

Vocabulary:

I have learnt to use a range of names and words from the areas I have studied in Year 3 as well as remembering a few names and words from previous study. I have learnt to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. I have learnt a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning:

I have learnt to ask more in-depth questions for my age to develop my understanding. I have learnt to answer questions accurately related to the area of study and used sources to justify my answers.

Knowledge:

I have learnt to remember a range of key facts and information from areas of study in Year 3. I have learnt to identify at least two ways we gather information. I have learnt to use at least one type of source of information confidently

Key Historical Concepts:

- Chronology Empire
- Civilisation
- Wider World History
- Continuity and Change
- Cause and Consequence
- Similarity/difference/significance
- Local history
- Culture
- Economy
- Governance
- Vocabulary

Skills and knowledge I may use from other subjects:

Geography: I will be able to use my map skills to locate and identify countries on a map, including naming the continent and describing the physical properties of the country.

Maths: To help me work out how long-ago events happened and order them.

Literacy: I can use my reading and comprehension skills to further my knowledge of ancient civilisations.

Art: To create a piece of replica art or artefacts from ancient Greece.

RE: Use my knowledge of religion to compare beliefs and contrast those to my own.

D&T: I can use my knowledge of food to compare food and cooking style from Ancient Greece to now. I can use pottery and clay skills to create artefact replicas.

Music: To take part in improvised performances using replica musical instruments.

Ancient Greece - Year 4

What you will learn by the end of this unit:

I will learn about where on the world timeline the ancient Greek period is. I will be able to identify where the ancient Greeks lived on a map. I will learn about what daily life was like for the ancient Greeks. I will learn about Alexander the Great and how his Empire grew. I will learn about the significance of Athens and Sparta. I will learn about how we discovered the Olympic Games. I will learn about how the Olympic Games have changed. I will learn about the Trojan War.

Key Skills:

Apply and analyse - I will apply what I know about different ancient civilisations to what I know now and analyse these in ways which further my learning.
Describe - I will learn to use historical terminology to describe what life was like in Ancient Greece
Connect ideas - I will connect ideas about life in ancient Greece and their beliefs.
Consider - I will consider what happened during this time period and how it has shaped the future. I will consider similarities and differences between then and now.
Question - I will question ideas and concepts that I am not sure of to gain further understanding of ancient Greece.
Discuss/ideas/points of view - I will further my learning by discussing subjects in peer groups, seeing other's points of view and challenging my own.
Respond thoughtfully - I will learn to respond thoughtfully to questions and subjects using what I have learnt so far

Opportunities for teaching diversity, equality and expanding cultural capital:

- Encourage students to appreciate the diversity of cultures and understand that the ancient Greeks was just one of the many fascinating civilizations that existed.
- Introduce key vocabulary related to diversity and equality
- Provide opportunities for children to explore and celebrate different cultural practises within ancient Greece such as the Olympic Games
- Promote empathetic understanding by discussing the impact of the colonization on Mayan culture and the importance of preserving indigenous cultures today

What you will learn by the end of this Key stage:

By the end of this key stage, you will have an understanding of ancient Greece. You will be able to explain in some detail where on a world timeline the ancient Greek period was and name some key events during this time. You will learn about Alexander the Great, who he was and why he is significant. You will learn about how Alexander the Great's Empire grew and the impact this had on ancient Greece. You will learn about what life was like for people in ancient Greece. You will learn about the different jobs men and women had, what life was like for children, clothing, food, trade and pottery. You will learn about the significance of Athens and Sparta and be able to consider different similarities and differences of each. You will learn about how the Olympic Games were discovered, when the first Olympic Games took place and the sports that were played. You will learn about how the Olympic Games have changed between then and now. You will learn about the myth of the Trojan War. You will learn about why it is significant, what the ancient Greeks believed and how we have discovered their beliefs. You will develop an understanding of different sources of evidence and consider their reliability.

Key Vocabulary:

Agora: The central marketplace in ancient Greek city-states where people gathered for shopping, socializing, and political discussions.
Alexander the Great: A king of Macedonia who conquered a vast empire, spreading Greek culture across much of the known world.
Athens: The capital city of ancient Greece, known for its democracy, philosophy, and culture.
Citizen: A member of a city-state who had certain rights and responsibilities, such as voting in government decisions and serving in the military.
Democracy: A form of government in which citizens have a say in the decisions that affect their lives.
Empire: A group of territories or nations controlled by a single ruler or government.
Helots: The enslaved people who worked the land in Sparta, providing food for the Spartan citizens.
Hero: A person admired for their courage, achievements, or noble qualities. Heroes like Achilles and Hector are central figures in the stories of the Trojan War.
Mythology: A collection of stories and legends that explain natural phenomena, religious beliefs, and the origins of gods, heroes, and monsters. Greek mythology includes tales of gods and goddesses like Zeus, Hera, Athena, and Apollo
Olympics: A series of athletic competitions held every four years in ancient Greece in honour of the god Zeus. The modern Olympic Games are inspired by this ancient tradition.
Philosopher: A person who seeks wisdom and understanding through rational inquiry and reflection. Famous Greek philosophers include Socrates, Plato, and Aristotle.
Polis: Another name for a city-state in ancient Greece, which included the city and the surrounding countryside.
Spartan: A citizen of Sparta, known for their strict military training and disciplined way of life.
Torch: A stick with a flame at one end, used to carry the Olympic flame during the opening ceremony of the Olympic Games.
Trojan War: A legendary conflict between the city of Troy and the Greeks, described in Homer's epic poem, the Iliad.

When was the Ancient Mayan Civilisation?

The Ancient Greek period began around 776BC and ended in approximately 146BC. This means it lasted for approximately 630 years.



Where did the Ancient Greeks live?

You may find it surprising to learn that ancient Greece was not a country. It was a **civilisation** made up of city states. Another way of saying city state is 'polis' which means city in Greek.



Settlements developed along the coast as the sea provided a good source of food and allowed them to trade with people from other countries and city states.

Daily Life

Greek people wore loose clothes because Greece is hot during the summer months. Rich people's clothes were made of wool or linen. Poor people's clothes were made from wool and they did not wear shoes. The Greeks ate a variety of foods such as fish, lentils, radishes, celery and beans. Greek houses were made of mud bricks and were not built to last.



Sparta

Sparta is well known for being feared and respected in ancient Greek times. They had a very strong army but Sparta did not try to take over other lands. They prioritised building a strong army to defend.

Sparta also helped other Greek city states defend themselves when needed. Children rarely saw their fathers in Sparta because men had to be part of the army and lived in army barracks most of the time.

Athens

In around 508 BC, the leader of Athens introduced a system called 'demokratia' which is where the word democracy comes from. This is where the citizens of a country are involved in how it is ran.

There were three main parts to the system of democracy in ancient Greece:

1. **The Ekklesia** - who made decisions by majority vote
2. **The Boule** - decided what issues to take to vote
3. **The Dikasteria** - jurors who dealt with crimes.

Alexander the Great

Alexander the Great was born in 356 BC in Pella, the capital of Macedonia. His father was King Philip II and his mother was Queen Olympics. Philip II was also a military leader, who had brought all of Greece's city states (except for Sparta) under Macedonian rule and hoped to conquer the Persian empire. Alexander the Great was only 20 years old when he became king. In 334 BC, Alexander began his invasion. He freed Greek settlements in Asia Minor (modern-day Turkey), which had been ruled by the Persian empire. He died in 323 BC, at the age of 32 of a fever, although some say he was poisoned.



Discovering the Olympic Games

The Greeks loved sport and the Olympic Games were the biggest sporting event in the ancient calendar.

The Olympic Games began over 2,700 years ago.

They started in Olympia which is in south west Greece.

Every four years, around 50,000 people came from all over the Greek world to watch and to take part.



Olympic Games now and then

There are many similarities and differences between the Olympic Games in ancient Greek times to the modern Olympic Games.

Most historians believe that women were forbidden from spectating at the ancient Greek Games as well as being allowed to compete.

In the modern Olympic Games, the first time that women were allowed to compete was in 1900. At this Olympic Games in Paris, women competed in just five sports. These were golf, equestrian, croquet, tennis and sailing.

Since 1900, the number of women competing has grown significantly and is generally in line with the number of male competitors.

There was no separate sporting event for people with impairments in ancient Greece. Life was hard for many people with impairments living in ancient Greece as attitudes were very different from today.

Recall and Remember!

1. When did the Ancient Greek period begin?
2. How long did the ancient Greek period last for?
3. Where did the ancient Greeks live?
4. What was life like for Ancient Greek people?
5. Who was Alexander the Great?
6. Can you give two similarities and differences between Sparta and Athens?
7. How were the Olympic Games discovered?
8. How often do the Olympic Games take place?
9. How have the Olympic games changed?