

Olympia

Main Subject Focus History	Intent: Why? Pupils will learn about the Ancient Greeks. They will gain an appreciation of their achievements, influence, and legacy. They will draw comparisons to other early civilisations studied during KS2.	Links to prior and wider learning This unit will build upon children’s prior knowledge and link to further study of early civilisations in KS2. <i>Archaeological Adventures, Invasion! The Ancient World</i>										
Knowledge Pupils will learn about: <ul style="list-style-type: none">• Ancient Greece – a study of Greek life and achievements and their influence on the western world												
By the end of this unit, pupils will learn: <ul style="list-style-type: none">- Use a range of sources to find out about Ancient Greek daily life and society- Ancient Greek Gods and religion- Law and Order- Legacy of Ancient Greeks- Ancient Olympics compared with Modern Olympics- Comparing ancient Greece to modern Greece												
<table><tr><td>Year 3</td><td>Year 4</td></tr><tr><td><ul style="list-style-type: none">• Uses timelines to place events in order.• Understands timeline can be divided into BC and AD.• Uses words and phrases: century, decade.</td><td><ul style="list-style-type: none">• Names and places dates of significant events from past on a timeline.• Uses words and phrases: century, decade, BC, AD, after, before, during.</td></tr><tr><td><ul style="list-style-type: none">• Uses evidence to describe past: houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people’s beliefs and attitudes, things of importance to people, differences between lives of rich and poor• Uses evidence to find out how any of these may have changed during a time period.• Describes similarities and differences between people, events and objects• Shows changes on a timeline.</td><td><ul style="list-style-type: none">• Shows knowledge and understanding by describing features of past societies and periods.• Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.• Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.• Describes how some of the past events/people affect lives today</td></tr><tr><td><ul style="list-style-type: none">• Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Asks questions such as ‘how did people? What did people do for?’• Suggests sources of evidence to use to help answer questions.</td><td><ul style="list-style-type: none">• Understands the difference between primary and secondary sources of evidence.• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Asks questions such as ‘what was it like for a during?’• Suggests sources of evidence from a selection provided to use to help answer questions.</td></tr><tr><td><ul style="list-style-type: none">• Presents findings about past using speaking, writing, ICT and drawing skills• Uses dates and terms with increasing accuracy.• Discusses different ways of presenting information for different purposes.</td><td><ul style="list-style-type: none">• Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills• Uses dates and terms correctly.• Discusses most appropriate way to present information, realising that it is for an audience.• Uses subject specific words such as monarch, settlement, invader.</td></tr></table>			Year 3	Year 4	<ul style="list-style-type: none">• Uses timelines to place events in order.• Understands timeline can be divided into BC and AD.• Uses words and phrases: century, decade.	<ul style="list-style-type: none">• Names and places dates of significant events from past on a timeline.• Uses words and phrases: century, decade, BC, AD, after, before, during.	<ul style="list-style-type: none">• Uses evidence to describe past: houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people’s beliefs and attitudes, things of importance to people, differences between lives of rich and poor• Uses evidence to find out how any of these may have changed during a time period.• Describes similarities and differences between people, events and objects• Shows changes on a timeline.	<ul style="list-style-type: none">• Shows knowledge and understanding by describing features of past societies and periods.• Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.• Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.• Describes how some of the past events/people affect lives today	<ul style="list-style-type: none">• Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Asks questions such as ‘how did people? 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Wider curriculum links: RE- Depiction of Greeks in New Testament DT- structure and architecture Art- Sculpture PE- Athletics/ Olympics												
Key Texts: Timelines, What Happened When in the World: History as You’ve Never Seen It Before! (DK), Mythologica: An Encyclopaedia of Gods, Monsters, and Mortals from Ancient Greek (Stephen Kershaw)												
Key Vocabulary/ Etymology Democracy, Empire, Mythology, Worship, Acropolis, Marathon, Olympic, Mortal, Immortal, philosophy, scholar												
Wow moment School Olympics Ancient Greek Day												
School Values- Reach High (for success) - Celebrating the successes of and achievements of ancient civilisations and considering their legacies today British Values- Mutual Respect and Tolerance- understanding of difference and developing understanding of different cultures and practices												