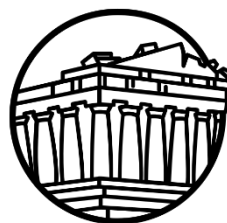


Subject: History
 Year group: 4
 Term: Spring
 Unit name: Ancient Greece – Why is ancient Greece considered to be so influential to the modern world?

Retrieval Vocabulary	New Vocabulary
AD, age, artefact, BC, BCE, CE, century, chariot, epic, event, historian, influence, language, leisure, modern, past, period, rebellion, ruler, territory	contribution, discipline, employment, empress, experience, flourishing, hero, implement, isolation, journey, limited, luxury, navy, original, reality, seafarer, successor, thinker, tragedy

National Curriculum:
 Ancient Greece – a study of Greek life and achievements and their influence on the western world



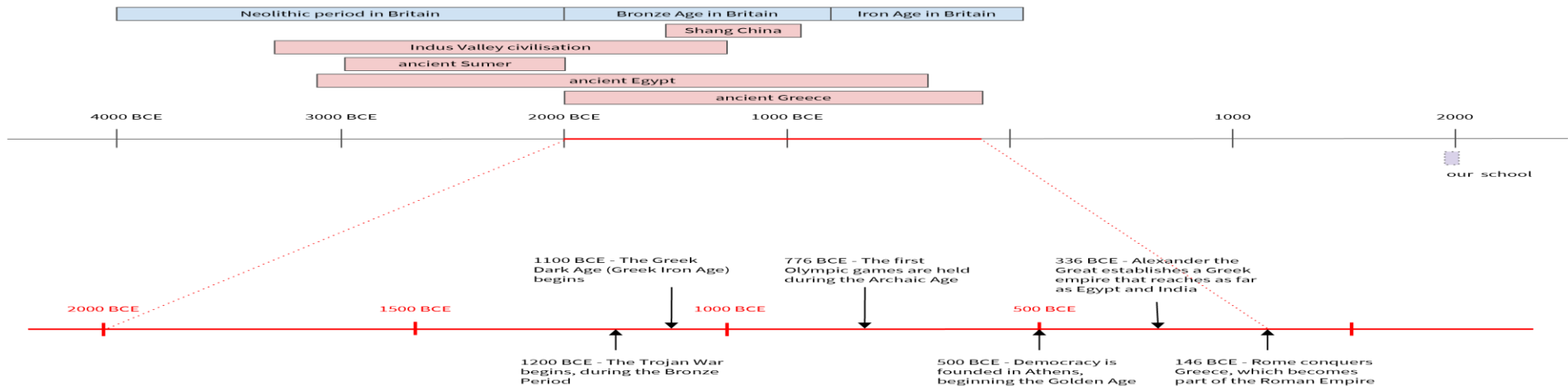
Subject Driver:
 Innovation – gaining an understanding of how influential many of the ideas and concept from ancient Greece still are today. Many link to our current fundamental British Values. How innovative many of their ideas were and by subsequent societies could be considered to be ahead of their time in terms of thinking.

Key Concepts:
community & culture (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)
conflict & disaster - (conquest, military, peace, surrender, war)
exploration & invention (discovery, migration, navigation, progress)
hierarchy & power - (country, democracy, empire, equality, government, law, politics, prejudice, privilege, slavery, tyranny)
evidence & interpretation (source)

Specific knowledge:
 What were the crucial periods in ancient Greece and how did this period begin?
 What were the differences between Athens and Sparta, and how much information can we gather from a single artefact?
 What were the most important achievements and advances of the Classical Golden Age?
 Who were the most important philosophers of ancient Greece, and what does Raphael's The School of Athens show about how ancient Greece was viewed by some people centuries later?
 Who was Alexander the Great, and how did he spread Greek ideas and culture?

The planning document contains the knowledge for each of these questions. At the end of each session the children should be able to answer that sessions key question drawing on the knowledge from the planning.

Key Individuals:
 Homer, Alexander the Great, Hippocrates, Herodotus, Socrates, Plato, Aristotle, Raphael, Ptolemy, Euclid, Alexander the Great, Philip II of Macedon, Lord Elgin.



Prior Learning:

What a source is and how this can be used by historians.

How time is commonly split into BCE/CE (note use also of AD/BC)

Learning about ancient Egypt and note the overlapping nature of the time periods studied.

Skills:

Understand chronology – a timeline shows a period of time. Time is linear and we can show when things happened. A timeline can be used to show blocks of time or individual events.

How time periods overlap and do not happen in isolation. How we can therefore compare and contrast time periods.

How historians can use single artefacts to gain an insight into life at the time. Artefact enquiry undertaken.

Local Links:

No local links.

Possible enrichment:

- [Greece: Athens | British Museum](#)
- [Acropolis Virtual Tour](#)
- [Virtual Antiquity: See the Parthenon Marbles in 360 Video - Greece Is \(greece-is.com\)](#)
- [School of Athens \(museivaticani.va\)](#)
- [School Sessions | Birmingham Museums](#)
- [Ancient Greek Adventure! | KS2 History Show - Freshwater \(freshwatertheatre.co.uk\)](#)
- [16 Perseus & Medusa - KS2 History show | Hobgoblin Theatre Co \(hobgoblintheatrecompany.co.uk\)](#)