
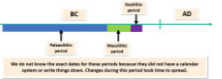


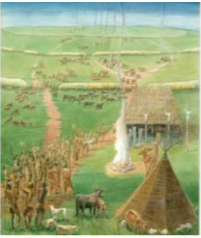
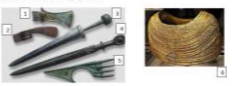



**Medium Term Plan: History Y3/4**  
**Who first lived in Britain? (Stone Age to Iron age)**

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|--|--|---|
| <b>Historical Concepts</b>   | <b>Previous Historical Vocabulary</b>  | <b>New Historical Vocabulary</b>  |
| <ul style="list-style-type: none"> <li>Historical enquiry</li> <li>Chronological Understanding</li> <li>Change and Continuity</li> <li>Cause and Consequence</li> <li>Significance</li> </ul>  | Archaeologist, archaeology,  | Stone age, Prehistory, prehistoric, Paleolithic, Mesolithic, Neolithic, artefact, flint, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, Bronze Age, Iron Age, hill fort |
| <b>Previous Learning End Point Assessment</b>  | <b>End Point Assessment Statements:</b>  |   |
| <ul style="list-style-type: none"> <li>I can ask and answer questions</li> <li>I can answer questions by using a specific source, such as an information book.</li> <li>I know about the ways we find out about the past</li> <li>I understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now';</li> <li>I can sequence events on a timeline</li> <li>I understand that some objects belong to the past and can begin to explain why</li> <li>I can give a plausible explanation about what an object was used for in the past.</li> <li>I understand and use words and phrases like: old, new and a long time ago.</li> <li>I can talk about things that happened when I was little.</li> <li>I can put up objects in chronological order (recent history).</li> </ul> | <ul style="list-style-type: none"> <li>I can devise my own questions about the stone age</li> <li>I can use a variety of sources to collect information about the past</li> <li>I can use a timeline to sequence the stone age, bronze age and iron age</li> <li>I can explain the changes in Britain from the stone age to the iron age</li> <li>I can explain what an object was used for in the past and how it was made</li> <li>I can put artefacts or information in chronological order from a long time ago</li> <li>I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE</li> <li>I know the similarities and differences between the Palaeolithic and Mesolithic periods of the stone age</li> <li>I know how weapons and tools changed during the Bronze Age</li> <li>I know that people started to live in settlements and grow crops in the Neolithic period</li> <li>I know what a hill fort is and why people lived in them during the Iron Age</li> <li>I understand and can explain that significant discoveries or inventions create much change to the lives of people - iron ore</li> </ul> |   |

|                             |   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   |
|-----------------------------|---|---|---|--|---|---|---|
| <b>Learning Objective</b>   | What jobs do archaeologists do and why are they so valuable in helping us find out about history? | How does the Stone Age get its name?  | What are the similarities and differences between the Paleolithic, and Mesolithic periods of the stone age? | What was new in the Neolithic period of the stone age?   | What difference did bronze make?  | How did the discovery of iron ore change people's lives?  | What is a hill fort and why did people in the Iron age live in them?        |
| <b>Conceptual Knowledge</b> |   | <p>I can use a timeline to sequence the stone age, bronze age and iron age</p> <p>I can put artefacts or information in chronological order from a long time ago</p> <p>I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE</p>   | I know the similarities and differences between the Palaeolithic and Mesolithic periods of the stone age    | I know that people started to live in settlements and grow crops in the Neolithic period                 | <p>I can explain what an object was used for in the past and how it was made</p> <p>I can use a variety of sources to collect</p> <p>I know how weapons and tools changed during the Bronze Age</p> | <p>I understand and can explain that significant discoveries or inventions create much change to the lives of people, e.g. the wheel or iron ore</p> <p>I can explain the changes in Britain from the Stone Age to the Iron Age</p> | I know what a hill fort is and why people lived in them during the Iron Age |
| <b>Review/ Revisit</b>      | Can the Y4s remember what an archaeologist does?  | <p>Take the children on an imaginary trip on a Time Machine. Go back to the Stone Age and ask the children what they would see.</p> <p>This will help you to challenge some misconceptions about the Stone Age (e.g. people living at the same time as dinosaurs, people only living in caves and wearing very few clothes). You can also say that the Stone Age was a long period of change, so some of the things the children have drawn will be more appropriate to certain times in the Stone Age than others, e.g. hunting woolly mammoths in the Palaeolithic period, and farming in the Neolithic period.</p> | Children sequence and add dates to Paleolithic, Mesolithic and Neolithic periods.                           | <p>What was life like in the Paleolithic period?</p> <p>What was life like in the Mesolithic period?</p> | <p>Revisit the Stone Age timeline. Check that the children can remember:</p> <p>AD<br/>BC<br/>BCE</p>   | <p>What periods of time have we studied so far?</p> <p>Ask the children to put them on a timeline.</p>  | How was iron ore significant?   |

|                     |  |   |  |  |   |  |  |
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| <p><b>Read</b></p>  | <p>Information about what an archaeologist looks for when they are working at a site.<br/>Focus History PP</p> <p><b>What do archaeologists look for when they are digging?</b><br/>Once an archaeologist locates a site, does the initial research, and gets permission to conduct a dig, then the work really begins. Archaeologists look for lots of different things when they begin a dig. The thing that most often comes to mind when people think about a dig are artefacts. Artefacts are objects like tools or pottery, things that people could have moved or carried. These are the things some people consider to be the "treasures" of a dig.<br/>Archaeologists also look for clues about past environments in things like seeds, animal bones, and soil types. These types of finds are sometimes called ecofacts.<br/>They also look for features or things that people made or did that can't be moved. Things like walls, floors or hearths. These types of things are called "features."</p> | <p>The period known as the Old (Upper) Stone Age or Palaeolithic period is from 800,000 BC through to 10,000 BC, when the last Ice Age ended. The Mesolithic or Middle Stone Age is 10,000 BC to 4,000 BC and the Neolithic or New Stone Age from around 4,000 to 2,500 BC. These dates are approximate, and as a result, you may find different dates given in other sources.</p>  | <p>Stone Age to Celts Study book – p12 – p15</p>   | <p>Stone Age to Celts Study book – p18 – p15</p>   | <p>Stone Age to Celts Study book – p28 – p31</p>  |  | <p>Stone Age to Celts Study book – p36 – p37</p>   |
| <p><b>Teach</b></p> | <p><a href="https://www.youtube.com/watch?v=zOJlCdMvWAI">https://www.youtube.com/watch?v=zOJlCdMvWAI</a></p> <p>Archaeology is the scientific study of human life by looking at artefacts that people who lived long ago have left behind. Palaeontologists are not archaeologists; they study fossils. Historians are not archaeologists; the mostly study written records. Archaeologists are like detectives.</p> <ul style="list-style-type: none"> <li>• By looking at artefacts, they try to figure out how</li> <li>• long ago people lived,</li> <li>• how they governed themselves,</li> <li>• what art they created,</li> <li>• their religious beliefs,</li> <li>• their technology, science, and invention, and</li> <li>• their daily life.</li> </ul> <p>• Clues archaeologists use to answer these and other questions about past civilizations can sometimes be found in the artefacts they dig up.</p>  | <p>Show the stone age on a timeline.</p> <p><i>Where does the Stone Age fit into what we have learned about in history before?</i></p>  <p>Show how the Stone age is divided into 3 time periods:</p> <p><i>The Stone Age was very long – it is broken into three periods</i></p>  <p>The Stone Age gets its name from the stone used to make tools and weapons.</p> <p>During the stone age, the stone tools got more refined:<br/>Palaeolithic – the earliest period where people first used chipped stone tools.<br/>Mesolithic – the middle period where stone tools were improved by making them smaller and more precise (known as microliths). The earliest farming developments began to emerge.<br/>Neolithic – the latest period of the Stone Age where stone tools were further improved and polished, farming was developed and settlements grew.</p> | <p>BBC bitesize:<br/><a href="https://www.youtube.com/watch?v=-DkXHi-udxg">https://www.youtube.com/watch?v=-DkXHi-udxg</a></p> <p>In the Palaeolithic period, people used very simple tools made from wood, bone and (most importantly) stone. During this period, they moved around to find food. This meant they lived in simple shelters or caves. They were given the name 'hunter-gatherers' from the ways they obtained their food. Their major food source was supplied through hunting. They hunted mammoths, but as these were very large and dangerous animals, it could be very risky. They also caught wild boar, reindeer and horses for food. Birds and fish supplemented their diet, and they also gathered nuts, roots and berries to eat. They began to use fire as a heat source, but also for cooking around 400,000 BC.</p> <p>In the Mesolithic period, their tools gradually became more sophisticated. They made sharp tiny flint blades that were called microliths. They also used rudimentary contraptions called spear throwers that threw spears further and more accurately than people, which enabled them to hunt more efficiently. Domesticated dogs also helped them with their hunting. They began to lead far more settled lives, and sometimes stayed in the same place for long periods of time. They began to move from caves and shelters to constructing timber-framed homes. They covered these with turf or skins to retain warmth inside.</p> | <p><a href="https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39">https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39</a></p> <p>Around 6,500 years ago, a change took place in the way people lived: hunter-gatherers settled in one place and kept animals and grew crops, although they still hunted wild animals when the chance presented itself.</p> <p>They adopted new ways of burying their dead, building longbarrows on hilltops as a final resting place for bones.</p> <p>Technology began to change people's lives.</p> | <p>Add Bronze age to the timeline.</p> <p>The Bronze Age was the time from around 2,000BC to 700BC when people used bronze. In the Stone Age, flint was shaped and used as tools and weapons, but in the Bronze Age, stone was gradually replaced by bronze. Bronze was made by melting tin and copper, and mixing them together. The bronze could then be poured in to moulds to create useful items. Larger groups had their own bronzesmith to make their bronze tools, while everyone else had to go to a travelling bronze-smith. The travelling bronze smiths would set up camp near a settlement and try to trade new bronze tools for old ones, food and clothes. Ask the children, in pairs, to make a list of the things that they think people could do with bronze that they could not do with stone. Look at images of weapons and tools on the slide to support them in making the list, or to illustrate points made during feedback of ideas. (Bronze was more durable, more refined/malleable and could be used to make a wider range of objects.)</p> | <p>Around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn#z9gx6g82">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn#z9gx6g82</a></p> <p>Go through each of the tools.</p> | <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-hill-forts/z4xx6v4">https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-hill-forts/z4xx6v4</a></p> <p><i>Stone Age to Celts: Iron Age Hill Forts</i></p>  <p>During the Iron Age, people lived in hills. Life could be more secure as the hills provided some protection. For this reason, many people lived in hill forts. A hill fort was a settlement on a hill, surrounded by a wooden wall for protection from attack. There would be a big gate across the wall. Ditches were often dug around the bottom of the hill for added protection. The fort's position on a hill meant that any enemies would be spotted before they got too close! Inside the fort, there were roundhouses (round, one-roomed buildings) with thatched roofs – some would be for living in and some would be for storage. There would also be pens for keeping animals.</p> |

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| <b>Practice</b> | Give the children some selected 'rubbish'. Ask them to work as a group to find out information that the items tell them about that person / class | Put the 3 periods of the stone age onto a timeline.<br><br>Go through one stone artefact as a class – model how you make your choice of the time period.   | Discuss what life was like in the Paleolithic and Mesolithic periods.   | Look at pictures from the 3 periods covered so far. Put them into the correct time period.   | Look at a bronze age artefact. Discuss what the children think it might have been used for and who might have used it. Model how to complete the artefact sheet – apply.  | <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn#zw69kty6">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn#zw69kty6</a><br><br>Activity 2: Compare and contrast Watch this video about life in the Iron Age from <a href="#">BBC Teach</a> . | Table activity:<br>Give the children labels and the explanations that go with them.<br><br>Which label goes with which explanation?   |
| <b>Apply</b>    | Write a paragraph explaining what archaeology is and what an archaeologist does. Ask them to include the type of tools that they would need.      | 9 artefacts sheet:<br>Give out nine pictures of artefacts from the different periods of the Stone Age. Sort them into the periods using the information in the teach section:<br>Ask the children to give reasons for their answers.<br><br>Differentiation through number of artefacts the children have to sort. | Complete a similarities and differences grid to compare the Paleolithic and Mesolithic periods.<br><br> |  Use the picture to explain what life was like in the Neolithic period. | Artefact investigation:<br><br> Look at these artefacts from the Bronze Age. What are they and what do they tell us about Bronze Age people?   | Can you write down three of the biggest changes from the Bronze and Stone Ages.<br>Write down three things that have changed the least.  | Children label a hill fort and then explain each feature.<br><br>Differentiated:<br><br> |
| <b>Reflect</b>  | Tell your partner what an archaeologist is.<br><br>Would you like to be an archaeologist? Why/why not?  | Go through the answers with the class. How accurate were they? artefacts 1, 5 and 8 are Palaeolithic, artefacts 3, 4 and 7 are Mesolithic and artefacts 2, 6 and 9 are Neolithic   | How did life change in this period?   | Which period of the stone age would you prefer to live in? Why?  | Go through the answers with the class:<br>Artefacts 1 and 2 are the heads of palstaves, an early form of axe. Artefacts 3 and 4 are daggers (or dirks, more specifically). Artefact 5 is a weaving comb, a tool used to make clothes. Artefact 6 is the Mold Cape, a golden cape to be worn around the shoulders. The wearer of the Mold Cape would have been unable to move their arms, so clearly it was designed for someone who did not need to work. The aim of objects like these was to show off wealth and importance – Bronze Age bling! | How significant was the discovery of iron to people's lives?   | Explain to a partner why Iron age people lived in hill forts.   |







**End of unit assessment:**  
Which period of time would you like to live in?  
Explain why making reference to the other periods of time.

**Medium Term Plan: History Y3/4**

**Why were the Romans so powerful and what did we learn from them?**

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|---|--|---|
| <b>Historical Concepts</b>  | <b>Previous Historical Vocabulary</b>  | <b>New Historical Vocabulary</b>  |
| <ul style="list-style-type: none"> <li>Historical enquiry</li> <li>Chronological Understanding</li> <li>Change and Continuity</li> <li>Cause and Consequence</li> <li>Significance</li> </ul>   | Archeologist, archaeology, Stone age, Prehistory, Paleolithic, Mesolithic, Neolithic, artefact, domesticated, reconstruction drawing, evidence, settlement, community, BC, BCE, AD and CE  | Romans, invade, settle, empire, civilization, citizen, conquer, Caesar, soldier, centurion, shield, Celts, aqueduct, villa, colosseum, amphitheater, bathhouse, Mosaic, temple, toga, Boudicca, |
| <b>Previous Learning End Point Assessment</b>   | <b>End Point Assessment Statements:</b>  |   |
| <ul style="list-style-type: none"> <li>I can ask and answer questions</li> <li>I can answer questions by using a specific source, such as an information book.</li> <li>I know about the ways we find out about the past</li> <li>I know what an object was used for in the past and how it was made</li> <li>I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE</li> <li>I can sequence events on a timeline</li> <li>I can explain the changes in Britain from the Stone Age to the Iron Age</li> <li>I can give a plausible explanation about what an object was used for in the past.</li> </ul> | <ul style="list-style-type: none"> <li>I can explain the terms invade and settle</li> <li>I can explain why Rome invaded Britain</li> <li>I can put the Roman invasion of Britain on a timeline and understand where this period fits in relation to other periods of time I have studied</li> <li>I can explain what life was like in the Roman army and why the Roman army was so successful</li> <li>I know the similarities and differences between the Celtic and Roman way of life</li> <li>I can use evidence to describe the culture and leisure activities of the Romans</li> <li>I understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped</li> <li>I know who Boudicca is and why she is significant</li> <li>I Understand that different versions of the past may exist, giving some reasons for this - Boudicca</li> <li>I can explain how life in Britain changed during the Roman occupation</li> </ul> |   |



|                             | Week 1   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  | Week 7   |
|-----------------------------|--|---|---|---|---|---|--|
| <b>Learning Objective</b>   | What do you already know about the Romans?   | Who invaded Britain and when did they invade?   | Why was the Roman army so successful?   | What are the similarities and differences between life in a Celtic hill fort and life in a Roman villa?   | Who were the Roman gods?  | Boudicca  | How did the Romans change the way that people lived in Britain?  |
| <b>Conceptual knowledge</b> | I can explain the terms invade and settle  | I can put the Roman invasion of Britain on a timeline and understand where this period fits in relation to other periods of time<br><br>I can explain why the Romans invaded Britain                  | I can explain what life was like in the Roman army and why it was so successful | I know the similarities and differences between the Celtic and Roman way of life  | I can understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped   | I know who Boudicca is and why she is significant<br><br>I Understand that different versions of the past may exist, giving some reasons for this   | I can explain how life in Britain changed during the Roman occupation<br><br>I can use evidence to describe the culture and leisure activities of the Romans |
| <b>Review/ Revisit</b>      | Post it notes<br><br>What do you already know about the Romans?<br><br>What do you want to find out? | <b>Flashback</b><br><br>Revisit the Stone Age timeline.<br><br>Check that the children can remember:<br><br>AD; BC; BCE   | Test children on knowledge of timeline.   | <b>Flashback</b><br><br>What was life like in the Iron Age?   | <b>Flashback</b><br><br>What is religion?<br><br>What religion did the Celts practice?  | Why might some Celts be unhappy with the Romans?  | What Roman gods / goddesses can the children remember?   |
| <b>Read</b>                 |  | Romans in Britain study book – p10  | Romans in Britain study book – p12-p13  | Romans in Britain study book – p18-p19  | Read information about the Roman gods   | Information about Boudicca and her rebellion.   | Romans in Britain study book – p32 - 33  |
| <b>Teach</b>                | Explain the terms invade & settle  | Show children where Rome is and where the Roman Empire extended to in 55 BC when Julius Caesar first tried to invade Britain.<br><br>Claudius became emperor in AD 41<br><br>Invaded Britain in AD 43 | Facts about the Roman army:<br><br>Flip   | The Celts lived during the Iron Age, from about 600 BC to 43 AD.<br><br>The Celts were a collection of tribes with origins in central Europe that shared a similar language, religious beliefs, traditions and culture. | The romans had many gods and goddesses. Many of their gods and goddesses are the same as the Greek gods, but with different names. The Romans believed in good and bad omens and they performed many rituals in the hope of receiving good luck. Prayer and sacrifice was important and the Romans held festivals every month to honour the gods. | <a href="https://www.bbc.co.uk/bitesize/to-pics/zkrkscw/articles/zhn6cqt">https://www.bbc.co.uk/bitesize/to-pics/zkrkscw/articles/zhn6cqt</a><br><br>Explain that we know what happened in the past because people have recorded it either in writing or pictures or we have discovered artefacts from that time. | Complete the practice before the teach section.  |


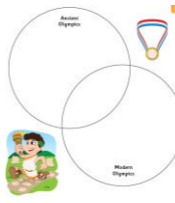
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|  |   | to prove he was strong.<br><br>Model how to read a timeline going through BC to AD<br><br>The Iron Age ended when the Romans invaded Britain and set up their own civilisation and government.          |   |  | They would worship their gods and goddesses at temples.   | Romans had writing at this time but the Celts didn't.<br><br>Read accounts of Boudicca by Dio.   | Explain the changes that the Romans made:<br><br>  |
| <b>Practice</b>  | Invade another Y3/4 class   | Give dates on pieces of paper – stone age, Paleolithic Mesolithic, Neolithic, Bronze Age, Iron Age, Julius Caesar invasion, Claudius invasion, Victorians, year children born<br><br>Sequence the dates | Battle formations on the yard   |  | Research a Roman god / and goddess using internet and books.  | What do you think a member of the Iceni tribe would say about Boudicca? What do you think a Roman soldier would say about Boudicca? Hot Seat – ask one child to imagine they are a Celt and another to imagine they are a Roman. Ask them what they think about Boudicca and the revolt. | Show the children pictures of artefacts:<br><br>Mosaic<br><br>Roman road<br><br>Aqueduct<br><br>toilet<br><br>Under floor heating etc<br><br> <br><br> <br><br>Children guess what they might be for. |
| <b>Apply</b>   | Sort words into categories – invade & settle<br><br> | Put the dates on a timeline   | Label a Roman soldier and write an advert persuading people to join the Roman army. |  | Give each member of the class a different god / goddess.<br><br>Complete a class fact file.           | Children stick pictures of Boudicca in their books.<br><br>Why are the pictures so different?<br><br>How has Dio described Boudicca?<br><br>How would a member of Boudicca's tribe describe her?   | Use laptops, books, sheet:<br><br>Children stick in a picture and explain the change that the Romans made.  |
| <b>Reflect</b>   | How would it feel to be invaded?<br><br>Discuss   |   | Would you want to join the Roman army?<br><br>Why? / Why not?                       |  | Children share their god / goddess with the class.<br><br>Make a class factfile for the reading area. | Why would these descriptions be very different?  | Do you think that the Roman invasion was a good thing for Britain?  |
| <b>End of unit assessment:</b><br>What did we learn from the Romans?<br>Do you think that the Roman invasion was a good thing for Britain? |   |   |   |  |   |  |   |

**Medium Term Plan: History Y3/4**  
**What legacies did the ancient Greeks leave?**

| Historical Concepts  | Previous Historical Vocabulary   | New Historical Vocabulary   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Historical enquiry</li> <li>Chronological Understanding</li> <li>Change and Continuity</li> <li>Significance</li> </ul>   | Archeologist, archaeology, Stone age, Prehistory, Paleolithic, Mesolithic, Neolithic, artefact, evidence, settlement, conquer, community, BC, BCE, AD and CE, invade, settle, Romans, empire, civilization, citizen, gods, goddesses   | Ancient, Greeks, legacy, modern, Olympics, primary source, Mount Olympus, Zeus, wreath, architecture, column, doric, ionic, Corinthian, capital, frieze, pediment, sculpture, vase, |
| Previous Learning End Point Assessment   | End Point Assessment Statements:   |   |
| <ul style="list-style-type: none"> <li>I can ask and answer questions</li> <li>I can give a plausible explanation about what an object was used for in the past.</li> <li>I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE</li> <li>I can sequence events on a timeline</li> <li>I can explain the changes in Britain from the Stone Age to the Iron Age</li> <li>I can put the Roman invasion of Britain on a timeline and understand where this period fits in relation to other periods of time I have studied</li> <li>I understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped</li> </ul> | <ul style="list-style-type: none"> <li>I can define the word legacy and I can name some legacies of Ancient Greece.</li> <li>I can place the ancient Greeks on a timeline</li> <li>I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE</li> <li>I can use primary sources to research the Olympics in ancient Greek times</li> <li>I know the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.</li> <li>I can investigate Greek architecture and identify where it has been imitated in buildings in Sheffield</li> <li>I understand the religious beliefs of the ancient Greeks and I know how this influenced Roman culture</li> <li>I can name and describe some of the ancient Greek gods and goddesses</li> <li>I can devise historically valid questions about similarity and difference, and significance</li> </ul> |   |

|                             |   | Week 1  | Week 2  | Week 2  | Week 4  | Week 5  | Week 6   |
|-----------------------------|---|---|---|---|---|---|--|
| <b>Learning Question</b>    | What do you already know about the ancient Greeks?              | Who were the ancient Greeks and where are they located on a time line?  | How did the ancient Greeks change the world?  | How can pottery tell us about the Olympics in ancient Greece?             | What are the similarities and differences between the ancient and modern Olympics?  | Who were the Greek gods?  | How has ancient Greek architecture influenced buildings today?   |
| <b>Conceptual knowledge</b> |   | I can place the ancient Greeks on a timeline<br>I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE   | I can define the word legacy and I can name some legacies of Ancient Greece.<br><br>I can devise historically valid questions about similarity and difference, and significance | I can use primary sources to research the Olympics in ancient Greek times | I know the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.  | I understand the religious beliefs of the ancient Greeks and I know how this influenced Roman culture<br><br>I can name and describe some of the ancient Greek gods and goddesses   | I can investigate Greek architecture and identify where it has been imitated in buildings in Sheffield   |
| <b>Review/ Revisit</b>      | Post it notes<br><br>What do you already know about the Greeks? | <b>Flashback</b><br><br>Revisit the Roman timeline.   | Check that the children can explain the terms:<br>BC; AD; BCE; CE   | What does legacy mean and which ancient Greek legacies can you list?      | Quiz – what can the children remember about the Olympics in ancient Greece?   | <b>Flashback</b><br><br>What is religion?<br><br>Can you remember any gods or goddesses that were worshipped by the Romans?   | What Greek gods / goddesses can the children remember?<br><br>Where were they worshipped?  |
| <b>Read</b>                 | What do you want to find out?                                   | About <b>2,500 years ago</b> , Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.<br><br>The Greeks called themselves <b>Hellenes</b> and their land was <b>Hellas</b> . The name ‘Greeks’ was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France. | Use the legacy PP to read through the different legacies we have from ancient Greece:   | Ancient Greeks study book – p18   | Ancient Greeks study book – p19<br><br>The Olympic Games began over 2,700 years ago in Olympia, in south west Greece. Every <b>four years</b> , around 50,000 people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of <b>Zeus</b> , the king of the gods.<br><br>There were no gold, silver and bronze medals. Winners were given a <b>wreath of leaves</b> and a <b>hero's welcome</b> back home. Athletes competed for the glory of their city. | Ancient Greeks study book – p20<br><br>The ancient Greeks believed in many gods and goddesses. The Greek gods and goddesses had human qualities, but they had many more powers than mortals; for example, they would live forever.<br><br>The twelve most important Greek gods and goddesses lived on Mount Olympus, where they held discussions and resolved arguments. As they lived on Mount Olympus, these Greek myth characters were called ‘The Olympians’. The Olympians originally came to power through the massive war of the | Ancient Greeks study book – p26<br><br>The Ancient Greeks had a unique style of architecture that is still copied today in government buildings and major monuments throughout the world. Greek architecture is known for tall columns, intricate detail, symmetry, harmony, and balance. The Greeks built all sorts of buildings. The main examples of Greek architecture that survive today are the large temples that they built to their gods. |

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|                 |  |   |   |   |   | gods, between Zeus and the Titans, that lasted 10 whole years.   |  |
| <b>Teach</b>    |  | <p>Briefly talk through the civilizations on the PP.</p> <p>Ensure that children remember</p> <p>BC – before Christ</p> <p>AD – Anno Domini (In the year of our Lord)</p> <p>CE – common (or current) era</p> <p>BCE – before common (or current) era</p> | <p>Explain the word 'legacy'.</p> <p>In historical terms, a legacy is something that is handed down from one period of time to another period of time. /</p> <p>Traditions, skills and knowledge of a culture that get passed on to people in the future</p> <p><a href="http://www.bbc.co.uk/guides/z8q8wmn#zw2wq6f">http://www.bbc.co.uk/guides/z8q8wmn#zw2wq6f</a></p> | <p>What artefacts did we look at when we were learning about the Stone Age?</p> <p>What do we mean by a primary source?</p> <p>Show pictures of ancient Greek vase/ pottery on IWB.</p> <p>Explain that pottery uncovered in an excavation showed what sports were included.</p> <p>After the practice</p>  <p>Click on the pictures to get an explanation of the event.</p> | <p>Discuss the modern Olympics.</p> <p>Discuss similarities and differences between the modern and ancient Olympics.</p> <p>Use the text above. Highlight similarities in green and differences in yellow</p> | <p>When Rome conquered the Greek Empire, they kept many of the Greek inventions and ideas including their religious beliefs so many gods and goddesses are the same as the Greek gods, but with different names.</p> <p>Ask the children to write a question about a god/goddess</p> | <p><a href="https://www.youtube.com/watch?v=15vilcnw3BI">https://www.youtube.com/watch?v=15vilcnw3BI</a></p> <p>Show a picture of the Parthenon and point out the features.</p> <p><b>Column</b> - The column is the most prominent element in Ancient Greek architecture. Columns supported the roof, but also gave buildings a feeling of order, strength, and balance.</p> <p><b>Capital</b> - The capital was a design at the top of the column. Some were plain (like the Doric) and some were fancy (like the Corinthian).</p> <p><b>Frieze</b> - The frieze was a decorative panel above the columns that contained relief sculptures. The sculptures often told a story or recorded an important event.</p> <p><b>Pediment</b> - The pediment was a triangle located at each end of the building between the frieze and the roof. It also contained decorative sculptures.</p> |
| <b>Practice</b> |  | <p>PP</p> <p>Show periods/civilizations that the children have covered.</p> <p>Children put them in chronological order</p>   | <p>Tell a partner what the word legacy means.</p> <p>Use a dictionary to look it up if they cannot remember.</p>  | <p>Put pictures of the pottery on tables.</p> <p>Look at the pictures of the pottery and try to work out what Olympic event they show.</p>   | <p>Have signs up in the class room:</p> <p>Modern Olympics</p> <p>Ancient Olympics</p> <p>both</p>  | <p>Play the Greek god quiz with the class</p>  | <p>Give children pictures of some buildings around the world that have Greek architectural features.</p> <p>Pairs:</p> <p>Use a highlighter to show where Greek features are.</p>  |

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|                |  |   |   |   | <p>Read a statement about the Olympics –</p> <p>Eg only men could compete</p> <p>Children have to move to the correct part of the room.</p> |  |  |
| <b>Apply</b>   |  | Children to create timeline and add the Ancient Greek civilization to the timeline.                                   | <p>Explain what the word legacy means in books.</p> <p>Choose two legacies they would like to find out more about and write them down giving reasons for their choices.</p> | <p>Use the information shown on the pottery and research the Olympics using books and the internet.</p> <p>Use the information to create a poster advertising the Olympics in Ancient Greece.</p> | <p>Complete a Venn diagram in mixed ability pairs.</p>   | <p>Research a Greek god / goddess using internet and books.</p> <p>Give each member of the class a different god / goddess.</p> <p>Complete a class fact file.</p> | <p>Children write a short paragraph about Greek buildings.</p> <p>They then choose a building from Sheffield that is influenced by Greek architecture, stick it in their books and label it.</p> <p>Weston Park Museum</p> <p>Sheffield City Hall</p> <p>Cutlers Hall</p> <p>Botanical gardens</p> |
| <b>Reflect</b> |  | Ask the children to talk through the timeline with a partner to ensure that they have the dates in the correct order. | <p>Pairs:</p> <p>List some of the legacies that we have received from the Ancient Greeks.</p>   | <p>Would you have liked to participate in the ancient Olympic games?</p> <p>Would you have been able to?</p> <p>(women were not permitted)</p>  | <p>How have the Olympics changed?</p> <p>Are the Olympics a good legacy?</p>  | <p>What are the similarities and differences between the Greek and the Roman gods?</p>   | <p>Do you think that the Roman invasion was a good thing for Britain?</p>  |

**End of unit assessment:**

Create a poster to show some significant legacies we have from ancient Greece