



NATIONAL CURRICULUM

**History**

Children will learn about ancient Greek life and achievements and their influence on the western world.

**Historical knowledge**

- Know how Ancient Greece was divided into city-states (polis)
- Know that each city-state had their own laws and ways of life.
- Know that all city-states spoke the same language.
- Know the two most well-known city-states are Athens and Sparta.
- Know the key differences between life in main Greek city states (Sparta and Athens).
- Know about significant events which took place in Ancient Greece (e.g. the first Olympic games, building of the Parthenon, introduction of coin currency, invasion by the Romans).
- Know that the Ancient Greeks were the first democratic society.
- Know the roles of men and women in Ancient Greece.
- Know many of the contributions of the Greeks towards modern day life (e.g. Olympic games, democracy, arts & culture).
- Know the role of religion in Ancient Greece (e.g. Greek Gods and Goddesses)

**Chronological understanding**

- Understand common words and phrases relating to the passing of time.
- Use a timeline to place a range of periods from around the world, some occurring concurrently.

**Historical enquiry**

- Evaluate the usefulness and accuracy of different sources of evidence.
- Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
- Select the most appropriate source of evidence for a particular task.

**Art & Design: Painting**

Children create paintings of characters from Greek myths and legends, e.g. Medusa.

- Use sketch books to develop a range of ideas which show curiosity, imagination and originality.
- Systematically investigate, research and test ideas and plans using sketchbooks. (e.g. Sketchbooks show in advance how work will be produced and how the qualities of materials will be used).
- Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.



**D & T: Food**

Children to have a Greek banquet to sample Greek foods and traditional dishes.

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



**SCHOOL KEY DRIVERS**

<i>Language</i>	<i>Possibilities</i>	<i>Diversity</i>
<p><i>History</i>  <b>Historical knowledge</b>                      Acropolis, polis, architecture, citadel, deity, democracy, government, fertile, merchant, mythology, philosophy, polytheists, seafaring, trade, urban, warfare, Athens, Sparta, Olympics, temples, column, statues, tactics, slaves, citizens  <b>Chronological understanding &amp; Historical enquiry</b>                      reliability, subjective, objective, bias, justification, The source omits to mention..</p>	<p>Geology                      Archaeologist -</p>	<p>Religion                      Impact of Greeks on language</p>

<i>Suggested literacy links</i>	<i>Suggested maths links</i>
<ul style="list-style-type: none"> <li>• Myths and Legends</li> <li>• Descriptive writing of a Greek soldier - Maximus leads his men to battle <a href="https://www.youtube.com/watch?v=yg3a6iO8X9o">https://www.youtube.com/watch?v=yg3a6iO8X9o</a></li> <li>• Using the opening scene to Gladiator:</li> </ul> <div data-bbox="795 734 1086 901" data-label="Image"> </div>	