

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : History

YEAR : A

TERM : Summer I

YEAR GROUPS : 3/4

Key Question: How did the Greeks influence the Western World?

Previous Knowledge – We would expect children to already be able to:

Explain how the Romans influenced Britain.

Define the word 'empire'

Explain why empires expanded.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

- With some support, children can order a number of significant events from ancient Greek times on a timeline.
- With support, children can identify some of the impacts of Alexander the Great's Empire.
- With support, research and describe some key features of the everyday lives of people living in ancient Greece.
- Children can answer some simple questions by finding evidence from primary sources and with some support, start to understand the difference between primary and secondary sources.
- With support, children can make some simple comparisons between the modern and ancient Olympic Games.
- With support, children can find some basic information about ancient Greek gods and goddesses.
- Children can use primary and secondary sources to gather clues about the myth of the Trojan War.

Most children will show that they have reached the **expected** level because they can:

- order a number of significant events from ancient Greek times on a timeline.
- identify some of the impacts of Alexander the Great's Empire.
- research and describe some key features of the everyday lives of people living in ancient Greece.
- answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.
- make some comparisons between the modern and ancient Olympic Games.
- find out about some ancient Greek gods and goddesses.
- use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

- Children can confidently order a number of significant events from ancient Greek times on a timeline, researching some key facts about some of these events.
- Children can independently identify a range of different impacts of Alexander the Great's Empire.
- Children can research and describe some key features of the everyday lives of people, including understanding some of the differences between the lives of men and women, in ancient Greece.
- Children can answer some questions by finding evidence from primary sources and understand and be able to confidently discuss the difference between primary and secondary sources.
- Children can independently make a range of comparisons between the modern and ancient Olympic Games.
- Children can find out more detailed information about some ancient Greek gods and goddesses.
- Children can use primary and secondary sources to gather clues about the myth of the Trojan War, evaluating the usefulness of different sources.

ASSESSMENT OPPORTUNITIES

Work created in lessons, Kahoot quiz, Lesson warm ups.

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Create model Trojan horses.

Preform Olympic activities.

SUBJECT SPECIFIC VOCABULARY

Trade, civilisation, city state, polis, timeline, chronology, chronologically, BC, AD, empire, legacies, culture, enslavement, enslaved people, primary source, secondary source, Olympic Games, equestrian, pentathlon, pankration, Olympia, Zeus, legacies, Gods, goddesses, beliefs, altar,

temple, religion, priests, immortal, mortal, myths, Troy, Spartan, the Trojan War, the Trojan horse, Homer, Helen, Priam, Paris, Memnon, Hector, Penthesilea, Menelaus, Agamemnon, Odysseus, Achilles, Aphrodite, immortal, evidence.

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.