

## National Curriculum Objectives

### History

A study of Greek life and achievements and their influence on the western world

### Geography

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

### Art and Design

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

To learn about great artists, architects and designers in history.

### Design and Technology

Understand how key events and individuals in design and technology have helped shape the world.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

## Skills

### Chronology

Compare and construct timelines for the period studied to include the use of BC, AD, BCE and CE. To name concurrent, subsequent and preceding periods of history and how they may have interacted.

### Enquiry and Sources of Evidence

Understand and link different sources of evidence (primary, secondary, fact, opinion, bias, reliable etc) and use these to formulate questions.

To know that different evidence will lead to different conclusions and this is reflected when making interpretations.

### Similarities and Differences

Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied.

### Cause, consequence, change, continuity and significance

Evaluate how the period has impacted Britain (cultural, economic, military, political, religious and social history).

Identify the short and long term causes of an event/period of time and start to make justifications on which causes were the most important.

### Interpretations

Examine evidence across history to look at how interpretations of history can change and say why and how they caused it to change.

Use various sources of evidence and learning to draw their own interpretations of a period/event/period and say why.

## The Greek Legacy

Years 5 and 6

## Key Questions (Knowledge)

What was it like to be an Ancient **Greek (Civilisation)**

What did 'power' mean to the Ancient Greeks? (**Power**)

How have the Ancient Greeks influenced modern day Britain? (**Progress**)

## Key Vocabulary

### Power

**Kings, Queens, Government, monarchy, parliament, conquer, invasion, emperor, empire, slavery, revolution, treaty, warfare, civil war, ally, surrender, democracy, tyranny, dictator.**

### Progress

**Challenge, achievements, explorers, discovery, voyage, mission, disaster, explorers, technology, pioneer, disaster, advancements, industrial revolution.**

### Civilisation

**Heroes**

**Religion: equality, slavery, sacrifice, Gods, sacrifice, deities, mortals, sacrifice, temple.**

**Culture: architecture, law, peace, conflict, language, tribal, philosophy.**