

Subject: History	Year group: Year 4	Topic: Ancient Greeks	Initiation & activation activities:
Prior knowledge required: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality.		Vocabulary: Key Vocabulary: recent history, time, difference, shape our lives, religious differences, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view, comparing sources, similarities, difference, reliability, eye-witness Challenging Vocabulary: way of life, dictated, inventions, impact on health/ education aspect, developments, comparison, hypothesis Topic Specific Vocabulary:	
Programme of Study: Year 3 & 4*	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
Pupils should :continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? <p>GD-</p> <ul style="list-style-type: none"> Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> Can they explain how events from the past have helped shape our lives? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? 		

<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p>GD-</p> <ul style="list-style-type: none"> Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? <p>Historical enquiry</p> <ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>GD-</p> <ul style="list-style-type: none"> Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 		
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- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.