






# St. Andrew's CEP School

*Growing in Faith, Hope and Love*



## St. Andrew's Primary School –History Curriculum

Purpose of Study	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to <b><u>ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</u></b> . History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.					
Aims	<ul style="list-style-type: none"><li>• To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>• To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>• To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li><li>• To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li><li>• To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>• To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li></ul>					
Curriculum Design	The St. Andrew’s History Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The St. Andrew’s History Curriculum has been designed accounting for chronology. In EYFS, children begin by learning about events in their own memory. Children in KS1 then go on to learn about events in the most recent time periods in history. When children move into KS2, they start by learning about the events set out in the National curriculum that happened the longest time ago and then cover these in chronological order from Y3-Y6. The topics chosen for each year group give children the opportunity to learn about events that happened at similar times in history but in different parts of the world. The curriculum has key themes that run throughout, these include: invasion, settlements, change, empire and the royals.					
Personal development links						
	RESPECT	SMSC	Rights respecting	British Values	Scarf	Trips and visits

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## Topic Overview by Year Group

	HT1	HT2	HT3	HT4	HT5	HT6
Reception	All about me (chronological life cycle)	Celebrations ( Guy Fawkes)	Transport (past and present transport)		Discovering UK Wilmslow over time Queen	Explorers Lives of significant explorers Christopher Columbus (People and communities)
Year 1	Lives of significant individuals- Lowry		Queen Victoria (Short study)		Lives of significant individuals Rosa Parks	
Year 2	Events beyond living memory- The Great Fire of London		Gun powder plot and parliament (Short Study)		Historical events and places within their own locality- Quarry Bank Mill	
Year 3	Changes in Britain from Stone age- Iron age		Overview study of Ancient Civilisations (Short study)		Achievements of the earliest civilizations- Ancient Egypt	
Year 4	Romans		The Lindow Man (Short study)		Ancient Greece A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 – legacy of Ancient Greek culture (art) on later periods in British history.	
Year 5	Britain's settlement by Anglo Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Short study)		A non- European society that contrasts with British history- Mayans	
Year 6	Local history study – Victorians/ Styal Mill/ Industrial Revolution					

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## Types of Knowledge

	Chronological understanding and ordering of events, people and objects.
	Cause and consequence-where one event is the cause of another
	Continuity and change-not all things change overtime, some things last across long periods of history.
	Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.
	Significance-caused an important change.
	Interpretations- understand how historians and others form opinions about events, people and situations.
	Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.
	Substantive knowledge

## Key Themes

**Religion**      **Change**      **Invasion**      **Settlements**  
**Royals, Rulers & Empire**      **Local History**

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## Year 4

### Year 4 HT1 - Changes in Britain (Romans)










	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enrichments
Revisit of prior knowledge	The children will create a working timeline which includes the Stone Age, Iron Age, Ancient Sumer and Ancient Egypt.	Retrieve how people lived in Britain before AD43.		Children retrieve and explain empire, emperor and invasion.	Children describe Boudicca.	<u>Trip</u> <b>Romans – Roman Centurion Day (Light up Education)</b>  <u>Careers</u> Archeologists Tour guides – within museums
Lesson sequence	Introduce life in AD43 and how people lived in tribes with Kings/queens with battles happening often.	Introduced to the Roman invasions and conquest- comparing Rome to Britain and create timeline of invasions and conquests.  Children find out about Caesar and Claudius.  Children explore why the romans invaded Britain. Create a diamond 9 with reasons why he invaded.	VISIT- explore the Roman Army and why they were so successful. Battle formations.	Who was Boudicca and why was she important?	Explore how the daily lives in Britain changed. -houses -families -technology  Explore what the Romans left and diamond 9 which are the most important and why.	<u>Timeline</u> of historical events so far.

Knowledge				
Substantive knowledge		Disciplinary Knowledge		
Personal Development		Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.		How the children will develop this knowledge.
1	   <p>Iron Age Iron Age- 1200BC-600BC Stone Age This era was 2.6 million years ago. Ended in 3300BC. Bronze Age 3300BC-1200BC</p> <p>Ancient Egyptians- 3100BC-332BC</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Chronological understanding and ordering of events, people and objects.</p>  	<p>The children will then look at life in Britain before AD43 and explore how the people lived in groups controlled by a King with battles occurring between the different groups.</p>	
2	   <p>Empire- many countries owned by one ruler. Emperor-the ruler of the empire. Caesar invade between 55-54 BC. Claudius invaded Britain in AD43.</p> <p>Britain had gold, tin, bronze, iron and wood which would have made the Romans more powerful. Invasion- taking over a country by force.</p>	<p>Continuity and change-not all things change overtime, some things last across long periods of history</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Significance-caused an important change.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p><u>Empires invaded different countries to gain power and resources.</u></p>    	<p>The children will find out about the Roman invasions by Caesar and Claudius. They will find out using sources that Caesar invaded with 628 ships, five legions and 2,000 cavalry. The force was so imposing that the Britons did not dare contest Caesar's landing in Kent, waiting instead until he began to move inland. They will find out that in the end Caesar grew tired of the awful weather and he gave up trying to defeat the local tribes as he pushed across the River Thames. He took his boats back home and it wasn't until AD43, 97 years later that the Romans returned to Britain. The children will use maps to show the size of the Roman Empire and explore why they wanted to invade Britain. The children will use sources including quotes from Caesar to pull out the main reasons for his invasion- Britain had bronze, gold and silver. It had tin and lots of wood which would have made the Roman Empire wealthier. Using the reasons they have discovered, the children will create a diamond 9 and explain which they think is the most important reason for the invasions and why.</p>	

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					In 43AD Claudius returned to Britain to invade and was successful. He wanted to show that he was the most powerful Emperor. The children will add these two dates onto their timeline- 55-54BC and AD43.
3	   				During the visit, the children will experience life in the Roman Army and their battle formation and why they were so successful. The children will learn about everyday life and hear traditional Roman stories and myths. They will discover how the Romans impacted Britain and our lives today.
4	  	<p>Boudicca battled the Romans for land.</p> <p>She was the last person to battle the Romans in Britain for 350 years.</p> <p>Boudicca lost to the Romans in 62AD.</p>	<p>Significance-caused an important change.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Cause and consequence-where one event is the cause of another</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p>	 	<p>The children will be shown an image of Boudicca and the written description of her by the Roman writer Cassius Dio. They will create historical questions about the image and write statements about her based on what they can see in the image. They will find out her name was Boudicca. Using sources, they will know that Boudicca's husband died and left half of his land to her and half to the Romans however the Romans wanted it all. The children will use sources to find out that Boudicca battled the Romans with her army and defeated them. The children will explore how being beaten by Boudicca might have impacted the Roman's description of her. Boudicca was later by defeated by the Roman army in AD 62. The children will be shown that this was the last battle against the Romans for 350 years. No one else challenged their rule and that is why Boudicca is a significant part of British history. They will add these dates to their working timelines.</p>



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5		<p>The Romans changed the towns and cities in Britain.</p> <p>The Romans brought religion, roads, stone and brick buildings and sewers to Britain.</p> <p>The Romans left Britain in 410AD.</p> <p>The Romans left because barbarians were attacking Rome.</p> <p>The Roman Empire fell because the empire was too big to defend, the Romans lived expensive lifestyles, the Emperors kept arguing, the army was too expensive and their new religion of Christianity made them more peaceful and less aggressive in battle.</p>	<p>Continuity and change-not all things change overtime, some things last across long periods of history</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Cause and consequence-where one event is the cause of another</p> <p><u>Invasions change a civilization and bring different advancements to society.</u></p>	<p>The children will explore the impact of the Romans on Britain and everyday life. They will build on their trip knowledge and look in more detail at how the Romans impacted houses, families and technology. They will look at secondary sources to compare the Iron Age towns to Roman towns. They will explore- religion, counting, roads, brick and stone houses, sewers, written language, no battles between tribes and money. They will create an answer to the question- Was the Roman invasion a good thing? Using their research, they will explain their answer.</p> <p>In 410 AD the Romans left Britain and returned to Rome. The children will explore the different reasons for this and use their enquiry skills to find out why. They will add this date to their working timeline. The reasons the children will explore are- barbarians attacking Rome. They will look at other factors that caused the end of the Roman Empire- the empire was too big to defend, the Romans lived expensive lifestyles, the Emperors kept arguing, the army was too expensive and their new religion of Christianity made them more peaceful and less aggressive in battle. The children will explore these reasons then draw lines to connect them, making links with how one may have impacted another and if they see any patterns in the reasons.</p>

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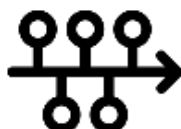




## Year 4 HT3 - The Lindow Man (Short Study)

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enhancements
Revisit of prior knowledge	Children label and mind map everything they remember about the stone-Iron age.	Children look at images of objects and label the era they are from-eg stone age items, items from the Ancient Egyptians, items from the Roman empire.	Children fill in the dates from when the Lindow Man was discovered. Children define an archaeologist.	Children write what the archaeologists discovered using the Lindow Man,	Children explain what a sacrifice meant and why people did it.	<u><b>Community Links</b></u> Lindow Man Anniversary / Art display  Step 1 - Quiz for the key dates that children will be placing on their timeline.  Step 3 – Lindow Man Discovery  <u><b>Careers</b></u> Archeologists University Lecturer (linked with Lindow Man visit)
Carter	Children create a working timeline that shows key dates from their previous learning.  Stone Age Iron Age Ancient Egyptians Romans rule in Britain Howard Carter finding Tutankhamun's tomb.	Children are introduced to the Lindow Man. Add date to working timeline.  They find out what a peat bog is and why it preserves things. They will find out who found him, where and when. Who was the Lindow man?	The children will find out about the body that was found and what archaeologists can tell about him and the civilization at the time.	Children will look into human sacrifice as part of the Iron Age society and that the Romans stopped this practice when they arrived in Britain.	Why is Lindow Man so important?	

**Knowledge**







Substantive knowledge						Disciplinary Knowledge	
Personal Development			Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.		How the children will develop this knowledge.		
1		<p>Iron Age Iron Age- 1200BC-600BC Stone Age This era was 2.6 million years ago. Ended in 3300BC. Bronze Age 3300BC-1200BC</p> <p>Ancient Egyptians- 3100BC- 332BC</p> <p>Howard Carter in November 1922 discovered the tomb of the Pharaoh Tutankhamun.</p> <p>Skara Brae</p> <p>Stone Henge</p> <p>Roman rule in Britain- 43AD-410AD</p>		<p>Chronological understanding and ordering of events, people and objects.</p> <p><u>Ancient civilizations are placed at the start of the timeline.</u></p> 	<p>Children will create a working timeline and add the ancient civilizations they have learnt about onto it. They will also add archaeological findings of Tutankhamun's tomb, Skara Brae and Stone Henge onto the timeline.</p>		
2		<p>August 1<sup>st</sup> 1984 Rick Turner discovered something in Lindow Moss.</p> <p>Lindow Moss is in Wilmslow, Cheshire.</p> <p>He found a body in the peat bog.</p>		<p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p>  	<p>Children will add the discovery of Lindow Man in 1984 onto their working timeline.</p> <p>Using research, the children will find out where Lindow Moss is and about the peat bogs there. They will discuss the peat bogs and why they preserve remains so well. They will explore the area he was found in Wilmslow. The children will look briefly at the bodies found in Germany and Scandinavia and that they were found in peat bogs too.</p>		
3		<p>The peat bog had preserved the body.</p> <p>Preserved means kept in the same way.</p>		<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p><u>Archaeologists use archaeological finds to find out about the past.</u></p>	<p>The children will research the finding and what the archeologists were able to find out about the body that was found. They will explore the body of the man and because of the peat bog that he was very well preserved.</p>		

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		<p>It had skin, hair and a few organs.</p> <p>He had a beard, moustache and side burns.</p> <p>He was a male.</p> <p>He weighed 64kg.</p> <p><b>They estimate he was about 25 years old.</b></p> <p><b>They estimate he lived 2000 years ago.</b></p> <p>He had clean nails which showed he wasn't a worker.</p> <p>He had food in his tummy.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p><b><u>Archaeologists date objects to time periods.</u></b></p> 	<p>The children will continue to find out what the archaeologists and scientists found out by examining the body.</p> <p>They will add the date archaeologists believe he was from onto their timeline and discuss what was happening during that time period and what the civilization/life would have been like.</p>
4	  	<p><b>A sacrifice is giving something of importance to the Gods to show how important the Gods were.</b></p> <p>During the Iron Age people believed they needed to make sacrifices to Gods to show appreciation, to get good luck or stop a God being angry with them.</p> <p>During the Iron Age it is believed they used humans as sacrifices.</p> <p><b>When the Romans came to Britain they stopped this.</b></p>	<p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p><b><u>Archaeologists use artefacts to find out about time periods. They use other artifacts to find out what life was like.</u></b></p> <p><b><u>Archaeologists think Iron Age people believed they needed to make sacrifices to the Gods to keep them happy, celebrate them or to say thank you.</u></b></p> <p><b><u>Some ancient civilizations had the same beliefs for example the Iron Age belief of sacrifices to worship their</u></b></p>	<p>Some archaeologists believe the Lindow Man was a human sacrifice. They believe this because of his injuries and the time period they believe he died.</p> <p>During the Iron Age, people believed they needed to make sacrifices to the Gods to keep them happy, celebrate them or to say thank you. When the Romans came to England, they stopped human sacrifice as they believed it was barbaric.</p> <p>When the Romans came to Britain they changed the way people prayed to and worshiped their Gods.</p> <p>The Iron Age belief of sacrifices to worship their Gods was similar to the Ancient Egyptians giving offerings to their Gods of food or clothing.</p> <p>The children will research and find out about Iron Age sacrifices and why they were seen as an important part of their beliefs.</p>

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			<p><u>Gods was similar to the Ancient Egyptians giving offerings to their Gods of food or clothing.</u></p> 	
5		<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p><u>There are few Iron Age artefacts and no records to tell us about their lives.</u></p> <p><u>Preserved artefacts tell archaeologists what life was like for ancient civilizations. Lindow Man told them what they ate, what tools they used to cut their hair.</u></p> 	<p>The children will explore why Lindow Man was such an important Iron Age archaeological find.</p> <p>They will explore the different way archaeologists interpret the find- a victim or robbery, a human sacrifice, his job, the food in his stomach and why these help us find out more about an ancient civilization that we don't know much about as there are no records and only archaeological finds from the time.</p> <p>The discovery of Lindow Man was a preserved man in the peat bog that his face was clear and matched the findings of other peat bog bodies in Germany and Scandinavia. The body confirmed and showed archaeologists more about the ancient civilization- what they ate, what tools they used to cut their hair.</p>	

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## Enrichments

### Revision Step 1

Iron Age- 1200BC-600BC

Stone Age This era was 2.6 million years ago. Ended in 3300BC.

Bronze Age 3300BC-1200BC

Ancient Egyptians- 3100BC- 332BC

Roman rule in Britain- 43AD-410AD

Howard Carter in November 1922 discovered the tomb of the Pharaoh Tutankhamun.

Roman rule in Britain- 43AD-410AD

### Revision – Step 2

The peat bog had preserved the body.

Preserved means kept in the same way.

It had skin, hair and a few organs.

He had a beard, moustache and side burns.

He was a male.

He weighed 64kg.

They estimate he was about 25 years old.

They estimate he lived 2000 years ago.

He had clean nails which showed he wasn't a worker.

He had food in his tummy.

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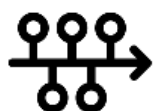


## Year 4 HT5 – A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 (Legacy of Ancient Greek culture)

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enhancements
Revisit of prior knowledge	Timeline	Children date and label the ancient Greek eras.  Revisit leaders/Pharaohs seen as gods from Y3 Ancient Egyptians topic (Cleopatra & Tutankhamun).	Children mind map the Gods they remember and how the Greeks worshipped them.  Recap term democracy.	<u>Oracy Activity – If I ruled the world...</u> If I ruled Ancient Greece I would be a dictator because.... If I ruled Ancient Greece it would be a democracy because...	Children will revisit Battle of Marathon and that battles took place to improve King's power and strength.	<b>Careers</b> MPs Houses of Parliament Scientists – anatomy, astronomy, geography, biology, physics, zoology, meteorology Doctors
Lesson sequence	The children will look at a time line and add the previous time periods they have studied to it.  The children will look at the first Greek civilization in 2200-1450BC called Minoans era and then look at the Mycenaean Age-1600-1100BC. They will add these to the timeline.  The children will explore ancient Greek society.	Importance of Greek mythology and their Gods. Explore how these myths help us understand the Greeks in more detail and what their lives were like?	The children will explore key parts of Athenian society during the Classical Greek era in more detail.  Democracy- what does that tell us about the Ancient Greeks?  Famous Greek scientists, philosophers and writers?  Olympics- what impact has this had on our lives?	The children will explore key parts of the society during this time- the Olympics and the war against the Persian Army- the Battle of Marathon.  Ruled by a King.  Battle of Marathon- find out about it, what happened and why it is such an important battle in history.	The Romans conquered Greece in C.146. This marks the end of the Ancient Greeks.  Link this to the Roman conquest of Egypt.  The children will find out how the romans were influenced by the Greeks and the Greek impact on life today.	

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	They will look at the different cities the country split into during the Archaic period and focus on Athens and Sparta, comparing similarities and differences between the two in everyday life.					
Knowledge						
	Substantive knowledge		Disciplinary Knowledge			
	Personal Development		Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.		How the children will develop this knowledge.	
1	  	<p>Great Fire of London- 1666  Roman rule of Britain- AD410 they left Britain  Iron Age- 1200-600  Bronze Age- 3300-1200  Ancient Egypt- 3100-30 BC  Lindow Man discovered- 1850  Skara Brae- 1850 discovered  Tutankhamun's tomb found by Howard Carter- November 1922  Lindow Man found- 1984</p> <p>Minoans Era- 2200 BC- 1450 BC</p> <p>Mycenaean age was 1600-1100 BC.</p> <p>The Ancient Greeks were in Greece.</p> <p>Sparta was an ancient city state.  Athens was an ancient city state.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <div data-bbox="806 1181 1344 1324">    </div>		<p>The children will order events in history that they have studied. They will create a working time line that they add the Minoan and Mycenaean era to.  They will put the historical events in chronological order.</p> <p>The children will discover how the country split into different cities. The two most powerful were Sparta and Athens. These city states were ruled by Kings and had different everyday lives.  Looking at secondary sources the children will find out about what life was like in Sparta and Athens and compare the two. They will see that fighting and having a powerful army was key to the Spartan's success however, in Athens, life was more democratic with a focus on academia and the arts.</p>	

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		<p>In Sparta- all men were soldiers, women had rights, the streets were dirty, they focused on military skills and the army was the most important thing.</p> <p>In Athens- they had democracy, education was important, they encouraged theatre and the arts, the city was clean and woman stayed at home.</p> <p>Democracy- people get a vote and have their say on political issues.</p>		
2		<p>Greek myths were part of the religion of ancient Greece.</p> <p>The Ancient Greeks had different Gods for different parts of their lives.</p> <p>The Ancient Greeks made offering to their Gods and prayed in temples to them.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p>	<p>The children will look at different statues artefacts and images that show Greek gods. The children will apply their knowledge of the Ancient Egyptians and other ancient civilizations that these are Gods. The children will explore what they might be the Gods of based on descriptions of them, how they are portrayed and the items they carry.</p> <p>Greek myths were part of the religion of ancient Greece. Share mythology of Zeus and Hera.</p> <p>The children will discover that the Greeks believed that gods and goddesses watched over them. These gods were a bit like humans, but they lived forever and were much more powerful. They felt human emotions, like love, anger and jealousy, and they did not always behave themselves.</p> <p>The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds. From here, they kept an eye on life below.</p> <p>From time to time, gods would interfere in what was going on. They could send storms if they were angry and decide who was victorious in wars.</p>



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3		<p><b>Classical Greek era is a 200 year period.</b></p> <p>The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.</p> <p><b>Dictator- someone who rules and makes all the important decisions.</b></p> <p><b>Democracy- people get a vote and have their say on political issues.</b></p> <p>Ostracism- exiled from where you live</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Cause and consequence-where one event is the cause of another</p> <p>Significance-caused an important change.</p> <div> </div>	<p>The Greeks showed their respect and belief in the Gods in a number of ways. Like the romans and Egyptians, the Ancient Greeks would go to temples to worship gods, to bring offering and to pray.</p>
				<p>The children will discover the importance of the Greeks and their society on our lives today. They will use sources and evidence to explain and prove this.</p> <p>The children will look back at the term democracy and discuss how it means everyone gets a vote and to have their say. The children will explore why this is an important development in society. They will compare the impact of this on society to the dictatorships of the Roman Emperors and Egyptian Pharaohs. The children will explore why democracy shows an advancement in society- it stops people from rebelling against a leader or challenging their power. People feel more involved with the choices of their people and are happier to conform and follow. People decided the city laws together which made them more likely to follow them. The children will also find out about Ostracism and how it was a form of justice applied by the people. If someone had committed a crime, there was a vote for them to stay or leave.</p> <p>The children will find out about some famous Greeks- Aristotle and Hippocrates. They will use sources to find out that Aristotle examined almost every subject possible at the time. In science Aristotle studied anatomy, astronomy, geography, biology, physics, zoology, and meteorology (the weather). He also wrote on rhetoric (public speaking), art, poetry, literature, economics, government, religion, psychology, education, and foreign customs. Aristotle's writings on ethics (what is right and wrong) and politics still fascinate modern readers.</p> <p>The final Greek the children will enquire about is Hippocrates. They will use sources to find out that he was a doctor that discovered that people got sick due to scientific reasons and not like one believed, because the God's were angry with you. Hippocrates believed in keeping patient information safe and a lot of his medical ethics are still used today.</p>

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4		<p><b>490 BC was the Battle of Marathon.</b></p> <p>The battle happened during the Classical Greek period.</p> <p>The Persians sent 600 ships to Greece.</p> <p>Cavalry- army on horseback.</p> <p>Archers- soldiers skilled in firing an arrow.</p> <p>Runner- someone who would run to deliver a message from the battlefield.</p> <p><b>The Greek army beat the Persians during the Battle of Marathon.</b></p>	<p><b><u>Battles took place in Ancient times to show and improve a King's power and strength.</u></b></p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Cause and consequence-where one event is the cause of another</p> <div data-bbox="797 671 943 823"> </div> <div data-bbox="1010 671 1167 759"> </div> <div data-bbox="1223 671 1357 807"> </div>	<p>The children will find out that during 490 BC the Greeks were at war with the Persians. Persians sent 600 ships into the sea. They wanted to take over Athens because the city had supported Greek rebels in a battle. The children will understand that the Persian king felt attacked and that the Athenians were attacking his power and he needed to get revenge for this.</p> <p>The children will explore the battle and how the Persian army arrived at the beach at Marathon and the Greek army met them there. The Greeks had no cavalry or archers and their army was much smaller than the Persian army. The children will explore why the cavalry and archers were an important weakness for the Greek army as it meant the Persians had speed and height of men on horseback and because the archers could hit them from a distance without being injured or breaking position</p> <p>The Greek army sent a soldier to Sparta to ask for help and more men.</p> <p>The Greeks defended the area by defending from a hill. The children will discuss and explore why being at the top of the hill gave the Greeks a small advantage- so they could see clearly, it is easier to travel downhill. This will be linked to the settlements of different ancient civilizations.</p> <p>The armies waited for 8 days before the Greeks attacked the Persian army. They ran towards the Persians with their shields and armour which made the Persian arrows powerless.</p> <p>The Persians began to push forward but the Greeks circled the Persian army. This is similar to the Roman battle formation. The Persians retreated back to their ships and 6400 died. The rest of the Persian army travelled to Athens which was defenseless. The Greek army had to march across the country to defend Athens. The Persians saw the Greek army and turned around and retreated.</p> <p>After the Battle of Marathon, they needed to send a runner back to Athens to inform them of their victory against the Persians. The runner ran 26 miles.</p>
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Greek Workshop

**Step 1 Retrieval**

Great Fire of London- 1666

Roman rule of Britain- AD410 they left Britain

Iron Age- 1200-600

Bronze Age- 3300-1200

Ancient Egypt- 3100-30 BC

Lindow Man discovered- 1850

Skara Brae- 1850 discovered

Tutankhamun's tomb found by Howard Carter- November 1922

Lindow Man found- 1984

Enhancements