

# Year 4 Ancient Greeks

**Key Aim** – Through this topic we aim for the pupils to have an understanding of what life was like in Ancient Greece and the role of the first democracy

## Key Vocabulary:

Ancient Greeks, democracy, civilisation, western world, past, time line, chronological order, AD, BC, mythology, history, artefact, archaeologists, Pythagoras, Archimedes influence, temple, Greece, ancient, terrain, climate

## Key facts:

- The Ancient Greeks lived about 2,500 years ago.
- Ancient Greece was not a single country but was made up of many city states. The most famous are: Athens, Sparta and Corinth.
- To know that the Greeks existed between 776 BC to 146 BC, and Greece was the birthplace of Western Civilisation.
- Greece is part of Europe; has a Mediterranean climate and a mountainous terrain.
- Greece is made of many islands, and the largest island is Crete.
- Alexander the Great was the King of Macedonia, and conquered many countries including Turkey and parts of Asia.
- The Olympics began in Ancient Greece and were a time of peace when warring states could try to come to a peaceful agreement. The original games were held in Olympia in 776 BC and were part of a religious ceremony.
- The Ancient Greeks worshipped many gods and goddesses. Zeus was the king of the gods.
- Women, children and slaves had less rights than Men, and were not always treated fairly.
- The Greeks invented democracy. Women, slaves, children and non-Athenian citizens were not allowed to vote.

## Quality Texts to Inspire Us:

Who let the Gods Out –  
Mark of the Cyclops

## Key Concepts and Skills:

- Use evidence to ask questions and find answers to questions about the past.
- Use appropriate historical vocabulary to communicate, including: change, chronology, dates, time, period, era, and understand the concept of change over time.
- Suggest causes and consequences of some of the main events and changes in history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.
- The legacy of Greek culture on later periods in British history, including present day.
- Understand how Greek life and their achievements and their influence on the western world.

## Key People:

Archimedes  
Gods and Goddesses  
Alexander the Great  
Pythagoras  
Spartan Warriors

**YEAR 4**  
**ANCIENT GREEKS**  
**AUTUMN TERM 2023**

Outcome: The children will create pieces of Art and written information reflecting their learning and understanding of Ancient Greece. They will use oracy skills in their Nativity Performance.

Hook:



As **Readers**, we will:

- Apply our growing knowledge of common letter strings; both to read aloud and to understand meaning.
- Read further exception words and identify themes and conventions in a wide range of books.
- Develop positive attitudes to our reading and understand what we read by: listening, using dictionaries, discussing words and phrases, checking that the text makes sense to us and explaining the meaning of words in context.
- Ask questions to improve our understanding of a text, draw inferences, predict, identify main ideas; and identify how language, structure, and presentation contributes to meaning.
- In addition to this, we will develop our ability to retrieve and record information from non-fiction texts.
- Participate in discussions about books that are read to us and those we can read; taking turns and listening to what others say.

Key Texts:

- Mark of the Cyclops
- Who let the Gods out

As **Writers**, we will:

- Understand and identify different poetic structures.
- Identify different poetic devices and features, within poetry.
- Identify and understand how language and structure contribute to the overall meaning of text.
- Write poems following the correct structure.
- Build rich and varied vocabulary, to engage the reader.
- Recall and identify the different features of an explanation text.
- Explain the purpose of an explanation text, and give examples of different texts of this genre.
- Understand that different texts are written for different purposes, and are therefore structurally different.
- Use conjunctions to link our ideas, as well as to express time and cause.
- Understand what pronouns are, and use them appropriately to avoid repetition.
- Read a range of different persuasive texts and recall their features.
- Have the opportunity to experiment and apply structure and techniques to own writing.

Key Vocabulary:

Verse, poem, explanation, pronouns, structure, vocabulary, formal, factual, descriptive

Must Haves:

- Careful spelling of tier 1 and 2 words, good attempts at tier 3
- Capital letters and full stops correctly used.
- Use of expanded noun phrases
- Correct verb tense for the piece of writing.
- Use of the correct features for each genre.

As **Mathematicians**, we will:

Become Fluent

- In our times tables knowledge up to 12x12
- Quick recall of additions to 100,1000
- Understand place value and its context

Use calculation

- Formal and informal methods of addition, subtraction, multiplication and division
- To find lengths and perimeters

Reason and problem solve in the contexts of:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Perimeter

Key Vocabulary:

ten thousand, hundred thousand, million digit, one-, two-, three- or four-digit number numeral 'teens' number place, place value stands for, represents exchange the same number as, as many as equal to Of two objects/amounts: >, greater than, bigger than, more than, larger than, sort classify, property, perimeter, addition, decrease, increase, inverse, calculate

As **Scientists**, we will:

- To classify and group living things, and recognise their characteristics.
- To identify the different types of teeth, and their function.
- To understand the function of an animal's skeleton.
- To explore the processes of pollination, fertilisation and seed dispersal.
- Describe the different functions of a flowering plant.
- Explore the requirements of plant's life and growth.

Key Vocabulary:

Organisms, life processes, respiration, sensitivity, reproduction, excretion, nutrition habitat, environment, endangered species, extinct, classification, vertebrates, invertebrates, specimen, characterisation

As **Historians etc (delete as necessary)**, we will:

As Historians, we will learn all about the Ancient Greeks:

- We will understand the concept of chronology by exploring timelines.
- We will compare and contrast the Ancient Greek Empire, to modern day Greece.
- We will understand how the legacy of Ancient Greek culture has influenced the 'Western World'.
- We will explore the origin of the Olympic Games, and how it has changed over time.

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As **Designers and Artists**, we will:

- Explore the art work of different influential artists.
- Develop our use and control of pencil skills.
- Improve our shading skills to create different textures.
- Recognise Greek design and architecture, and apply our sketching skills to these designs.
- Begin to use ink to create different artistic techniques.

Key Vocabulary:

Tone, sketch, pencil grade, medium, hard, soft, texture, shadow, light, Architecture, ink

As **Computer Technologists** we will:

- Understand coding
- Be learning how to be safe online

Key Vocabulary:

Computer virus, cookies, copyright, digital footprint, E-mail, identity theft, plagiarism, phishing, malware, spam, action, code, flowchart, bug/debug, sequence, algorithm, nesting, code, variable, prompt,

In **PE** we will:

- Learn the skills and rules needed in T-Ball, Basketball,
- Explore how we use balance and shape in gymnastics
- Use the music and movement from centuries ago to create Greek Dance.

Key Vocabulary:

Rules, hoops, team, assist, backboard, basket, block, defend, bounce, dribble, control, balance, balance beam., apparatus, sequence

In **PSHE** we will:

- Learn about "It's our World"
- Learn about "Say No!"

Key Vocabulary:

- school, rules, law, democracy, parliament
- community, risks, pressure, consequences
- rules, legal, illegal
- charter
- cooperate
- agree

As **Musicians**, we will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music (musical elements)
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Key Vocabulary:

- Ensemble
- Perform
- Improvise
- Fluency
- Control
- Expression