

Autumn 1 - Would you rather be an Athenian or a Spartan?

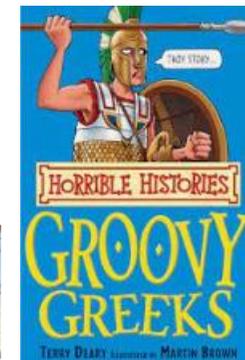
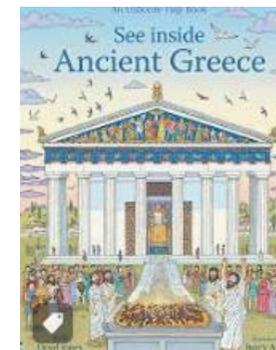
Key Events and Facts

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|---------------------------------|--|
| Ancient Greek states | Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta. |
| Alexander the Great | Independent city states existed for most of the ancient Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Following his death, his son, Alexander the Great, took over the empire along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the empire. |
| Greek Gods and Goddesses | The ancient Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too. Festivals were held to celebrate the gods and goddesses. It is believed that the 12 most powerful gods lived on Mount Olympus. Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus. |
| Myths | The Trojan War is a very famous ancient Greek myth. Many people believe that it is a myth but that there is some historical truth behind it. The Trojan War was between the Greek and the Trojan Armies. In the story, the Greeks pretended to surrender, leaving a gift of a giant horse for the Trojans. The gift was brought inside the city walls. During the night, Greek soldiers hiding inside the horse let the Greek army inside Troy's walls and the city was destroyed. |

Key Vocabulary

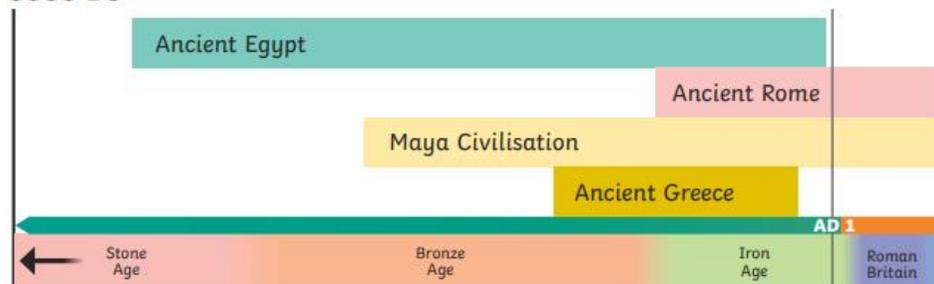
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|---------------------|---|
| civilisation | A human society with well developed rules and government, often where technology and the arts are considered important. |
| empire | A group of countries or states that are ruled by one ruler or country. |
| legacies | Things that exist after someone dies or after a civilisation or event ends. |
| democracy | A system where the citizens of a country or state are involved in the way it is run. |
| myth | A story from ancient times about something that happened long ago that some people believed to be true. |

Key texts



Timeline

3500 BC



Computing

- I can explain how digital devices functions.
- I can identify input and output devices.
- I recognise how digital devices change the way we work.
- I can explain how a computer network can be used to share information.

RE

- To recall the Christian concept of the Golden rule.
- To consider the impact of the ten commandments on Jews and Christians.
- To reflect on the ideas surrounding the commandments.
- To retell the bible story of the Beatitudes and the Sermon on the mount.

Maths

- I can identify, represent and estimate numbers to 10,000 using different representations (pictorially, concrete, on a number line).
- I can recognise the value of each digit in 3-digit numbers.
- To round 2,-digit, 3-digit and 4-digit numbers.
- I can recognise the value of each digit in 4-digit numbers.

Science

- I know how sound is made.
- I know how sound travels from a source to our ears.
- I know how sounds are made, associating them with vibrating.
- I know the correlation between pitch and the object producing a sound.

History

- To place events, **artefacts** and historical figures on a **timeline**.
- To know how democracy started in Ancient Greece
- To know about the Greek God's system and hierarchy.
- To know about the importance of Mount Olympus.
- To know how our lives have been influenced by the Ancient Greeks civilisations.

Art

Artist study: Victoria Topping

- I know what Greek Gods are and how they're depicted in artwork.
- I know which objects represent a God in Greek mythology.
- I know how to sketch a design.
- I know what a background is and how it sets the mood. I know how to position the start of my collage.

Spelling

- Adding prefixes -dis and -in
- Adding -im to root words beginning with 'm' and 'p' e.g impolite
- Adding the suffix -ous e.g dangerous and -ly
- Words ending in -ture
- Adding -ation to verbs to form nouns