

Ancient Greece

Key Vocabulary

Ancient civilisation

Philosophy

Democracy

Astronomy

Temple

Theatre

Polytheistic

Plague

Athens

Olympics

Hoplite

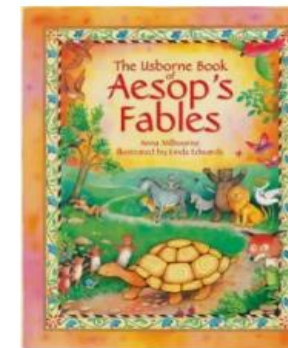
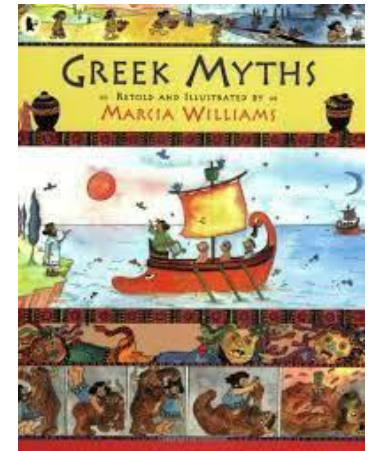
Key question – What were some of the Ancient Greeks' greatest achievements?

National Curriculum link: Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Sticky Knowledge

- I know that the ancient Greeks made important contributions to philosophy, mathematics, literature, astronomy, medicine, art and many other areas.
- I know that the first civilisations in Greece began around the year 2000 BCE and ended in 146 BCE.
- I know that Ancient Greece had no central government. People lived in city-states, known as 'polis'.
- I know that Archimedes was a Greek mathematician, physicist, engineer, astronomer and inventor.

Linked Learning



Buzzards (Y3/4) – Spring Year A

Enormous Eruptions

Key question – What can historians learn from volcanic eruptions and earthquakes in the past?

National Curriculum link: They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Key Vocabulary

Erupted
Eruptions
Preserved
Remains
Earthquake
Richter scale
Reading
Tsunami

Sticky Knowledge

I know that Mount Vesuvius erupted in 79 A.D. and buried the city of Pompeii.

I know that the preserved remains in Pompeii are now a UNESCO World Heritage Site.

I know how historians have learnt about the past from evidence from eruptions.

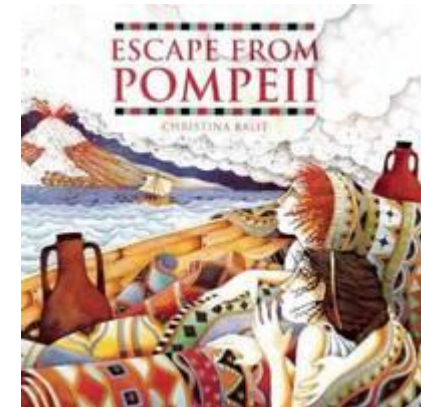
I know that the 1960 earthquake in Chile recorded a reading of 9.5 on the Richter scale and triggered a tsunami which destroyed ports.

Linked Learning

Buzzards Summer A – Romans

Eagles Autumn B – Early Settlement

Owls Summer B - Legacy



Buzzards (Y3/4) – Summer Year A

Romans (local study)

Key question – What impact did the Romans have on Gloucestershire?

National Curriculum link: Pupils should be taught about the Roman Empire and its impact on Britain.

Key Vocabulary

Empire
Emperor
Invasion
Conquest
Legionary
Legion
Rebellion
Celts
Archaeology
Evidence
Artefacts
Excavation

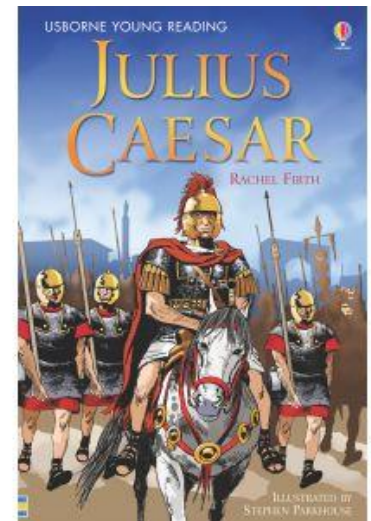
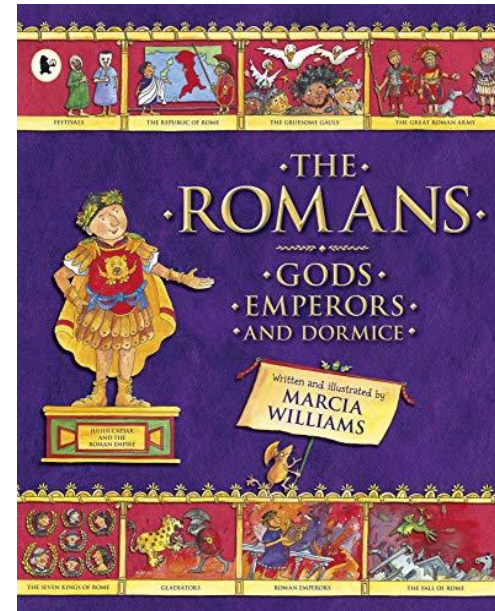
Sticky Knowledge

- I know that the Romans ruled in Britain from 43 CE until 410 CE, ruling here for nearly 400 years.
- I know that Cirencester was once the second largest town in Roman Britain and was then called Corinium..
- I know that the Romans developed road networks and central heating in their villas.
- I know that the Roman army was well-organised and successful.
- I know that Julius Caesar attempted to invade Britain twice but failed and that Claudius succeeded 97 years later.

Linked Learning

Early Settlement Eagles Year B

Legacy of the Romans Owls Year B



Buzzards (Y3/4) – Autumn Year B

Stone Age to Iron Age

Key question – What were some of the important changes in Britain from the Stone Age to the Iron Age?

National Curriculum link: Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age

Key Vocabulary

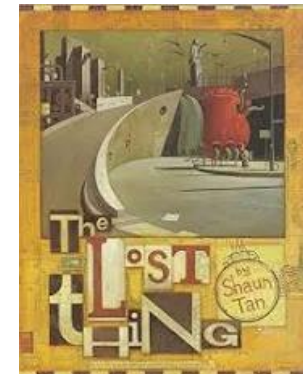
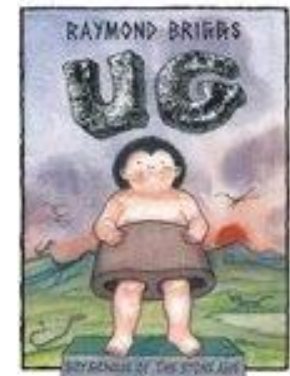
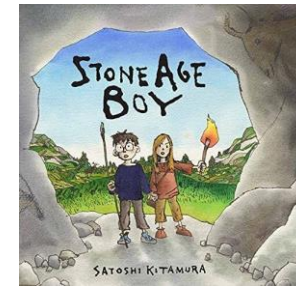
Era
Palaeolithic
Mesolithic
Neolithic
Prehistoric
Settlement
Hunter-gatherer
Tribes
Flint
Artefact
Archaeologist
Excavation

Sticky Knowledge

- I know that the Stone Age in Britain lasted thousands of years and had 3 main eras.
- I know that the Neolithic era is the time when people learnt to herd animals and farmland.
- I know that during the Bronze Age and Iron Age, people discovered how to make tools from bronze and iron and that this affected their lives and the land.
- I know why Iron Age hill forts (such as the one at Crickley Hill) were sited where they were.
- I know that Stonehenge is an important archaeological site that can tell us about life in the past.

Linked Learning

Early Settlements Eagles Year B



Buzzards (Y3/4) – Spring Year B

Anglo-Saxons

Key question – What was life like for Anglo-Saxons in Britain?

National Curriculum link: Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots.

Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture.

Key Vocabulary

Angles
Saxons
Jutes
Invasion
Migration
Christianity
Paganism
Settler
Settlement
Source
Sutton Hoo
Burial site

Sticky Knowledge

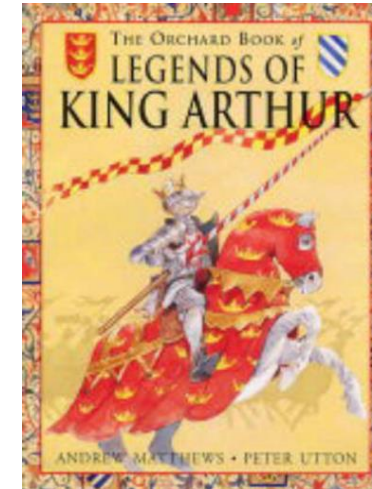
- I know that the Anglo-Saxons came to Britain from places in mainland Europe including Germany and South Denmark.
- I know that Anglo-Saxons, as they became known, came to Britain from around 410 CE as the Romans left.
- I know that Alfred the Great tried to make peace between warring people, encouraged education and built burghs or forts.
- I know that Sutton Hoo is an important archaeological site.

Linked Learning

Buzzards Summer A

Eagles Autumn B

Owls Summer B



Buzzards (Y3/4) – Summer Year B

The Indus Valley Civilisation

Key question – What were the greatest achievements of the Indus Valley Civilisation?

National Curriculum link: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Indus Valley Civilisation.

Key Vocabulary

Ancient civilisation

Standardised measures

Sanitation systems

Trade network

Jade

Amethyst

Trader seals

Harappa

Mohenjo-Daro

Excavated

Artefact

Sticky Knowledge

- I know that the Indus Valley Civilisation was located where North-west India and Pakistan are now, around the Indus river.
- I know that the Indus Valley civilisation existed between circa 3200 BCE and 1500 BCE.
- I know that the city of Mohenjo-Daro was founded in 2500 BCE, followed a grid layout and had water supply and sanitation.
- I know that they had uniform weights and measurements and were successful and extensive traders.
- I know that the civilisation had a writing system but no one has managed to decode it yet.

Linked Learning

Eagles Spring B

NB – this topic will change to Ancient Egypt in 2024/2025 and the Knowledge Organisers will be adapted accordingly.

