

Year 3 planning overview

The Ancient Greeks		
Enquiry Question(s)	What influence on the world did the Greeks have and which aspects are still used today? What made the Spartan army so good compared to other armies?	
Main Historical Concepts	Cause and consequence, significance	
By the end of this unit, children should know (substantive knowledge):		By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know and understand who the Ancient Greek people were, when they lived and where. - Know how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. - Know some of the main characteristics of the Athenians and the Spartans. - Know about the influence the gods had on Ancient Greece. - Know about and compare and contrast the modern-day Olympics with the Ancient Greek Olympics. - Know and explain how the Ancient Greeks were able to establish their empire. - Understand the main events of the Battle of Marathon and be able to order events from it. - Know about the Trojan War		- Understand how Britain has influenced and been influenced by the wider world. - Order key dates on a timeline to demonstrate chronology of British and world history. - Extend chronological understanding by exploring a theme over time eg leisure, entertainment. - Select key information from a range of sources to answer an historical question.
Powerful or 'sticky' knowledge		Vocabulary
- There were 12 Gods and Goddesses who were an important part of everyday life. They gave meaning to the world people saw around them. - Athens and Sparta were the two main city states that ruled much of ancient Greece. - The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.		Philosophy, Athenians, Spartans, democracy, Olympics, Zeus, Apollo, sacred truce, temple, plague, loincloth,

• Athenians focused on the arts and learning. • The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre.	
Links to prior learning	Links to future learning
Children have looked at the chronology of some British history.	Learn about another ancient civilisation in Year 4 - The Ancient Egyptians
Links to stories/texts	
• Role of women in Ancient Greece • Theseus and the Minotaur	
Composite task:	
Identify aspects of life today which are a legacy of Ancient Greek times	

Year 3 planning overview

The Romans	
Enquiry Question(s)	How did life in Britain change when the Romans ruled? Who was Boudicca and why should we remember her?
Main Historical Concepts	Continuity and change and interpretation
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know how Britain changed from the Iron age to the end of the Roman occupation and 1066. - Know key facts about the Roman Empire and their invasion of Britain. - Know the role of the Roman army and the role and impact of its soldiers - Know how there was resistance to the Roman occupation and know about Boudica. - Know about at least one famous Roman emperor - Know how the Roman empire affected different people and how they felt and reacted to the changes that were being made. - Know how the Roman occupation of Britain helped to advance British society.	- Understand how Britain has influenced and been influenced by the wider world. - Order key dates on a timeline to demonstrate chronology of British and world history. - Ask questions such as ‘what was it like for . . . during . . .?’ - Use evidence to describe what was important to people from the past - Describe how some of the things they have studied from the past affect / influence life today.
Powerful or ‘sticky’ knowledge	Vocabulary
- The Romans invaded Britain and started ruling it in 43 AD. - When the Romans were in Britain, they based themselves in London, which they called Londinium. - The Romans left Britain in 410 AD because the armies were needed to defend other parts of the Empire. - The Anglo-Saxons were the next people to rule England. - Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire. - When the Romans came to Britain, they helped us by creating roads; a written language (which was Latin); introducing coins and even introducing rabbits to our country.	Kingdoms, shires, thane, legacy, Wessex, Witan, Witenagemot, wergild, churl, Colchester, Hadrian’s Wall, centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman Baths, Boudicca. Boudicca, Emperor Hadrian, Hadrian’s Wall

Recall key facts about Emperor Hadrien, linking this to how and why he built a wall.	
Links to prior learning	Links to future learning
Some learning has taken place about British History and a timeline showing significant events which can be linked to The Romans	Year 4 Learning about Anglo-Saxons Year 5 Learning about Vikings
Links to stories/texts	
settlements	
Composite task:	
Debate: Do the children think the Romans left Britain a better place than they found it?	