



DECLARATIVE (SUBJECT) KNOWLEDGE:

- Know about life in ancient Greece.
- Know about in detail, a specific archaeological site in ancient Greece e.g., the Greek theatre at Ephesus, the Temple of Apollo, the Parthenon in Athens etc.

PROCEDURAL (SKILLS) KNOWLEDGE:

Chronology	• Can draw a timeline with different time periods outlined which shows previous learning.
Chronology	• Can say where a period of history fits on a timeline.
Chronology	• Can place specific events on a timeline.
Chronology	• Know what was happening in the UK, during the same time-period.
Chronology	• Know that some ancient civilisations showed greater advancements than people who lived at the same time or centuries after them.
Chronology	• Can use in context & understand terms relating to different types of history e.g., culture, political, social & economic etc.
Communicating	• Can understand that different points of view can be expressed & explain why these are important in understanding & interpreting history.
Handling Evidence	
Communicating	• Can understand why there may be different interpretations of events &/or ideas.
Handling Evidence	
Communicating	• Can describe how different types of evidence tell us different things about the past & understand why different arguments & interpretations occur.
Handling Evidence	
Continuity & Change	• Can understand what attributes make a great civilisation recalling previous learning (Egyptian, Maya & Greek civilisations).
Continuity & Change	• Can explain what we (Britain) have learnt from other civilisations through time.
Cause & Consequence	• Can explain why the ancient Greek civilisation came to an end.
Similarity & Difference	• Can they recognise & describe differences & similarities / changes & continuity between different periods of history.
Historical Significance	• Know the importance of Alexander the Great.
Historical Significance	• Can understand the legacy of the ancient Greek civilisation & it's influence on life today.

Below Expectations

Age Related Expectations

Above Age Related Expectations

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Strengths, weaknesses & future considerations:

How did the cohort as a whole perform? Strengths? Weaknesses?

What gaps need to be addressed in future units?

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Strategic information for Subject Leaders:

Was there too much to cover in this Unit? Could you find relevant resources? Would the children benefit from a visit or visitor?

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