

6	Autumn	Spring	Summer
	The Ancient Greeks	The Maya Civilisation	The Impact of War
Key Questions	<p>Why did the Ancient Greek Empire become so important?            How different were the Spartans and the Athenians?            How similar were the London 2012 Olympic Games to those held in Ancient Greece?            What can we learn about the Ancient Greeks from their myths and religion?            Why did the Ancient Greeks fight so many wars?  <b>Big Finish – What did the Ancient Greeks do for us?</b></p>	<p>What can we learn about the Ancient Maya from the lives of the Maya today?            What can we learn about the Maya by investigating their ancient cities?            Why did the Maya have so many gods?            Were the Maya as clever as people in the 21st century?            What happened to the Maya?  <b>Big Finish – Why should we remember the Maya?</b></p>	<p>How can we find out about the people in our locality who died in the 1<sup>ST</sup> &amp; 2<sup>ND</sup> World wars?            How did the wars impact on children’s lives in our locality?            How did the World Wars change daily life?            Was it more dangerous living in our locality in the First or Second World War?            How should we remember the contribution made by our community during the Wars?  <b>Big Finish – Exhibition telling the story of our community during the World Wars</b></p>
Vocabulary	<p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.</p>	<p>Religious, social, economic, cultural, civilisation, pyramid, temple, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, conquer, decline, codex/codices.</p>	<p>Sources, evidence, reliability, bias, memorial, civilian, inscription, casualty, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>
Skills	<p>Identify significant features of different themes, individuals, societies and events of different themes, individuals, societies or events            Can independently sequence key events, objects, themes, societies and people            Can compare similarities, differences and change across topics            Can explain the role &amp; significance of different causes &amp; effects of events and developments            Explain why particular aspects of a historical event, development, society or person are of particular significance            Explain how and why it is possible to have different interpretations of the same event or person            Reach a valid and substantiated conclusion to an independently planned and investigated enquiry            Comment with confidence on the value of range of different types of sources</p>		