

SUMMER TERM NEW CURRICULUM YEAR 6		
Main focus: HISTORY		
Title:		
NC Requirements HISTORY	Knowledge	Skills
<p>Ancient Greece –</p> <ul style="list-style-type: none"> Children should know and understand significant aspects of the history of the wider world including the nature of ancient civilisations. a study of Greek life and achievements and their influence on the western world 	<p>Link to Y1-Transport Link to Y5-Rivers/Ancient Egypt Link to Y6-Crime and Punishment</p> <p>Historical Vocabulary - cause and effect, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, modern British values, laws,</p> <p>General Vocabulary – invasions, expansion, kingdoms, settlements, village life, peasantry, hierarchy, laws and justice, withdrawal, contexts cultural, economic, military, political, religious, social history, short and long term timescales, civilisation, gender, period/era, achievements, influence, scholars, dynasties, symbolic, renowned, conquer, comparison, calendar, astronomy, observatory, wisdom, community, impact, merchants, archaeologists, complexity, follies of mankind, successful leaders, contrasting, arguments and interpretations.</p> <p>Topic Specific vocabulary - western world, democracy, philosophy, Athens, Parthenon, Acropolis. Classical period, legacy, impact, philosophers, culture, warfare, cause and consequence, defence,</p> <p>Put Ancient Greece into its proper geographical and historical context and help the children understand how this ancient civilisation fits into the broader chronological framework they have been studying during KS2.</p> <p>To know where Ancient Greece fits on a timeline in relation to the other periods and societies the children have studied.</p> <p>Know about the longevity of Ancient Greece</p> <p>Know about the 'Classical Golden Age',</p> <ul style="list-style-type: none"> 500BC to 323BC which marked the height of Ancient Greek civilisation and power. began with the introduction of democracy in Athens. Athens also rose to new heights in art and philosophy. Athens and Sparta fought in the Peloponnesian Wars. Near the end of the Classical Period Alexander the Great rose to power conquering much of Europe and Western Asia. <p>Recap BC and AD – Year 5 (Ancient Egypt).</p> <p>Greek Classical Period (480 BC - 323 BC) Timeline</p> <p>490 BC - The Greeks fight the Persians in the Greek/Persian Wars. Two famous battles are the Battle of Marathon in 490 BC and the Battle of Salamis in 480 BC. The Greeks win and the Persians retreat.</p> <p>468 BC - Sophocles begins to write plays for the theatre. Soon the theater becomes a very popular form of entertainment in Greece.</p> <p>440 BC - Famous playwright Euripides wins first prize for the best play in Athens.</p> <p>432 BC - The temple to Athena, the Parthenon, is completed in Athens on the Acropolis. Today this is the most famous surviving building of Ancient Greece.</p> <p>431 BC - The wars between Sparta and Athens begin. They are called the Peloponnesian Wars. The wars will last 27 years with Sparta eventually conquering Athens in 404 BC.</p> <p>399 BC - The famous Greek philosopher Socrates is put to death for corrupting the youth of Athens with his teachings.</p> <p>386 BC - Greek philosopher and student of Socrates, Plato, founds the first institution of higher learning in the western world. It's called the Academy.</p>	<ul style="list-style-type: none"> I can begin to show an understanding of key terms such as democracy, civilisation, culture, laws, justice carry out research using secondary sources of written information I can infer information from artefacts about what life was like in Ancient Greece I can identify what other sources I might need to get a fuller picture about life in Ancient Greece I can infer information from artefacts about what life was like in Ancient Greece I can select and combine information from different sources about life in Ancient Greece I can produce structured work making appropriate use of dates and terms <p>Skills vocabulary</p> <p>Deduction Inference Organising Information Chronology Comparison Observation Discussion Research</p>

342 BC - The great philosopher, scientist, and mathematician, Aristotle, begins to tutor Alexander (later to be called Alexander the Great).
336 BC - Alexander the Great becomes king when his father, Philip of Macedon is assassinated.
333 BC - Alexander begins his conquests and defeats the Persians.
332 BC - Alexander conquers Egypt. He establishes the new capital of Egypt at Alexandria. Over the next several years Alexander would greatly expand his empire, conquering much of Persia on the way to India.

Know why its position was significant e.g. proximity to Europe, the Middle East, North Africa.
 Know about the city states of Athens and Sparta - two city states had their own laws, money, rulers, and were rivals.

	Athens	Sparta
how they were ruled;	Athens was ruled by archons, who were elected annually. Thus, because both parts of Athens' government had leaders who were elected, Athens is said to have been the birthplace of democracy.	Sparta was ruled by two kings, who ruled until they died or were forced out of office.
Society	Athenian society, which was based on trade, valued art and culture and was ruled under a form of democracy.	A warrior society Spartan life was simple. Spartan society, on the other hand, was a militant society whose economy was based on farming and conquering
warfare	Powerful navy	Powerful land army
the lives of men, women and children,	Women had less freedom and status Boy – well rounded education Girls –taught household chores only	Women had more freedom and status Children received physical training to stay fit Boys – military training and educated for many years.
Slaves		Manual labour in the city was all done by slaves.
Culture	Ancient Athens was the centre for the arts, philosophy, and learning.	

Sparta reached the height of its power after defeating Athens in the Peloponnesian War in 404 BC.
 Sparta's decline began a few decades later, after a defeat against the Thebans at the Battle of Leuctra.

Ancient Greek life :

Soldiers, What made the Ancient Greek fighters so powerful?

the Greek city-states would unite together to fight a common enemy such as the Persians in the Persian Wars.
 All the men were expected to fight in the army. In most cases, these weren't full time soldiers, but men who owned land or businesses who were fighting to defend their property.

- Each Greek warrior had to provide his own armour and weapons. The wealthier the soldier, the better armour and weapons.
- A full set of armour included a shield, a bronze breastplate, a helmet, and greaves that protected the shins.
- Most soldiers carried a long spear called a doru and a short sword called a xiphos. Could be very heavy and weigh well over 60 pounds. The shield alone could weigh 30 pounds.
- The shield was considered the most important part of a soldier's armor. It was considered a disgrace to lose your shield in battle.

Reflection
 Interpretation
 Questioning – historically valid
 Perceptive questions
 Investigate
 Forming conclusions
 Making links
 Historical perspective
 Judgement

- Legend has it that Spartan mothers told their sons to return home from battle "with their shield or on it." By "on it" they meant dead because dead soldiers were often carried on their shields.

Hoplites - foot soldier who carried large shields and long spears.

Phalanx - battle formation - soldiers side by side overlapping their shields to make a wall of protection. Then they would march forward using their spears to attack their opponents. There were generally several rows of soldiers. The soldiers in the back rows would brace the soldiers in front of them and also keep them moving forward.

Spartans - The most famous and fiercest warriors of Ancient Greece. Every man trained to be a soldier from the time he was a boy. Each soldier went through a rigorous boot camp training. Spartan men were expected to train as soldiers and fight until they were sixty years old.

Ships / Fighting at Sea - living along the coast of the Aegean Sea, the Greeks became experts at building ships. One of the main ships used for battle was called the trireme- had three banks of oars on each side allowing up to 170 rowers to power the ship. Very fast in battle. The main weapon on a Greek ship was a bronze prow at the front of the ship. It was used like a battering ram. Sailors would ram the prow into the side of an enemy ship causing it to sink.

Gods and goddesses, How was religion in Ancient Greece different to Christianity or other religions?

The Greeks had numerous gods and many stories and myths that surrounded them. Greek mythology consists of all the stories and tales about the Greek gods, goddesses, and heroes. It is also the religion of Ancient Greece as the Greeks built temples and offered sacrifices to their major gods.

The Titans were the first or elder gods. There were twelve of them including the parents of Zeus, Cronus and Rhea. They ruled during what was called the golden age. They were overthrown by their children, led by Zeus.

The twelve **Olympian gods** were the major gods of the Greeks and lived on Mount Olympus. They included:

Zeus - Leader of the Olympians and god of the sky and lightning. His symbol is the lightning bolt. He is married to Hera, his sister.

Hera - Queen of the gods and married to Zeus. She is the goddess of marriage and family. Her symbols are the peacock, pomegranate, lion, and cow.

Poseidon - God of the ocean, earthquakes, and horses. His symbol is the trident. He is Zeus' and Hades brother.

Dionysus - Lord of wine and celebrations. Patron god of the theatre and art. His main symbol is the grapevine. He is the son of Zeus and the youngest Olympian.

Apollo - Greek god of archery, music, light, and prophecy. His symbols include the sun, the bow and arrow, and the lyre. His twin sister is Artemis.

Artemis - Goddess of the hunt, archery, and animals. Her symbols include the moon, the bow and arrow, and the deer. Her twin brother is Apollo.

Hermes - God of commerce and thieves. Hermes is also the messenger of the gods. His symbols include winged sandals and the caduceus (which is a staff with two snakes wrapped around it). His son Pan is the god of nature.

Athena - Greek goddess of wisdom, defense, and war. Her symbols are the owl and the olive branch. She is the patron god of Athens.

Ares - God of war. His symbols are the spear and shield. He is the son of Zeus and Hera.

Aphrodite - Goddess of love and beauty. Her symbols include the dove, swan, and rose. She is married to Hephaestus.

Hephaestus - God of fire. Blacksmith and craftsman for the gods. His symbols include fire, the hammer, the anvil, and the donkey. He is married to Aphrodite.

Demeter - Goddess of agriculture and the seasons. Her symbols include wheat and the pig.

Athena - Goddess of Wisdom

Photo by Marie-Lan Nguyen

Hades - God of the Underworld. He was a god of the Olympians stature, but lived in the Underworld rather than on Mount Olympus.

Greek hero was a brave and strong man that was favoured by the gods. Performed brave exploits and adventures. Sometimes the hero, even though mortal, was somehow related to the gods.

Hercules - A son of Zeus and the greatest hero in Greek Mythology, Hercules had many labors he had to perform. He was very strong and fought many monsters in his adventures.

Achilles - The greatest hero of the Trojan war, Achilles was invulnerable except for his heel. He is the central character in Homer's Iliad.

Odysseus - The hero of Homer's epic poem, the Odyssey, Odysseus was brave and strong, but mostly got by on his wits and intelligence.

Rulers, How can we tell that a particular ruler was so important? **Alexander the Great**

Occupation: Military Commander and King of Ancient Greece
 Born: July 20, 356 BC Pella, Macedon
 Died: June 10, 323 BC Babylon
 Best known for: Conquering much of Asia and Europe
 Alexander the Great was the king of Macedonia or Ancient Greece. He is considered one of the greatest military commanders in history. He reigned as king from 336-323 BC.
 Images of Alexander the Great on Ancient Greek statues, friezes, and pottery.

Writing, - The Ancient Greeks developed an alphabet for writing. Their common language and writing was one of the things that bound the Greeks together. The Greek alphabet is still used today. It is even used in the United States where Greek letters are popular as mathematical symbols. The Greeks learned about writing and the alphabet from the Phoenicians. They took much of their alphabet from the Phoenician alphabet, but they added a few new letters. They also assigned some of the letters to vowel sounds. The Greek alphabet was the first alphabet to use vowels.

Everyday life.
 Greek homes were built around

- an outdoor courtyard- the centre of activity.
- had a well for water,
- an altar to worship the gods,
- a good place for the kids to play.
- Around it were the rooms of the house. Different rooms included a work room, a store room, and bedrooms. Most of the time there also was a room called an andron where the men of the house would hang out and entertain their male friends or business associates.
- Sometimes there was a separate entrance to this room so visiting men would not see the women of the house.
- Generally the woman stayed away from the men in the house, especially visiting men.
- Oftentimes the house had a room set aside just for the women called a gynaikon.
- The walls of Greek homes were made from sun dried bricks with small windows set high in the walls. They were designed to keep the house cool in the summer and warm in the winter.

Childhood:
 When a Greek child was born, the father could decide whether to keep the child or not. If the child appeared weak or was a girl, sometimes the father would abandon the child. Once a child was accepted by the father, he or she was treated well.
 Greek children had toys and spent the day playing games.
 When boys became seven years old, they started school. They learned math, reading, and writing. Sometimes they would also learn a musical instrument.

- I can use different sources to identify the most important achievements of Alexander the Great giving reasons

When they got older they learned how to debate. Girls did not go to school. Children were considered adults by the age of 13.

Food
The Ancient Greeks mostly ate bread dipped in wine, cheeses, fish, olives, and vegetables. Meat like pork or beef was only eaten on rare occasions such as festivals. Watered down wine was the main drink. The men would often have dinner parties for their friends. They would start at sundown and run until late. Only the men attended, women were not allowed.

Clothes
a tunic called a chiton. Both men and women wore the chiton. It was a basic tunic made from a single rectangle of cloth cut into two. It was fastened at different places and a belt was used at the waist. There were chitons of different lengths and colors. They were generally made out of a thin wool material. Some people could afford linen or even silk chitons.

Jobs
There were many jobs for men in Ancient Greece including farmer, fisherman, soldier, teacher, government worker, and craftsman. The women, however, were generally homemakers and would raise the children and cook the meals.

Transport
Travel by land was difficult. Roads were nothing more than dirt paths that were dry and dusty during the summer and muddy during the winters. Some roads were cut with ruts so that the wheels of carts could roll within them. Roads were very expensive, so they were rarely built, and then only on the most travelled routes. Rich people could rent or own horses for travel. Poor people rode donkeys or walked from place to place. Oxen were used for heavy loads, while horses pulled light loads. Farmers typically transported their goods short distances to town on mules. Greece had limited food supplies due to the rocky and mountainous landscape. To make up for this, the Greeks produced goods to trade for food from other areas around the Mediterranean, transported by boat.

Crime and Punishment
Ancient Greeks had no official laws or punishment. The crimes committed in ancient times were very similar to crimes committed today, though the punishments handed out by the courts varied depending on the crime. Murder like now was the most serious crime to commit. There were no set of laws or rules in Ancient Greece. They would generally follow the tit-for-tat policy. For example, Ancient Greeks would settle a murder by the family members of the victim killing the culprit. This generally resulted in a lot of bloodshed and long family clashes. In 632 BC, a Greek statesman named Draco devised the first written laws of Greek. The laws were so harsh that it is believed that they were written in blood. These laws later gave birth to the English term 'Draconian', which basically meant a harsh and unreasonable law. Before that, in Athens, a jury of around 200 people, all men, decided the fate of criminals. Imprisonment back then was not considered punishment, hence, punishments like fines, right to vote taken away, exile or death were imposed upon criminals.

Ancient Greece Punishments
Most of Draco's punishments were ruthless. As a result, his laws were refined by another Athenian statesman and lawmaker, Solon, appointed in 594 BC. He completely changed the laws except for the punishment of exile for the crime of homicide. Other than this Solon made tort laws which included punishment for physical harm like murder. Punishment for such crimes was exile or fine. Punishment for theft was returning the stolen property and paying a fine of double the value. Such were the laws and punishments as decided by Draco first and Solon later.

Greeks later also set up courts to carry out trials.

Influence on western world – focus on the Olympic Games and its origins in Ancient Greece.

Why is Ancient Greece so significant?

- Ancient Greece is often called 'the birthplace of Western civilisation'.
- Greece's rocky and mountainous interior and its many islands ensured that the Ancient Greeks were a seafaring people as well as farmers.
- Its position in the eastern Mediterranean meant that they were perfectly positioned to trade with much of Europe, North Africa and the Middle East. This made the Ancient Greeks very wealthy but also introduced their way of life to many new places.
- Their ideas on science, art and philosophy were much admired with the Romans for example adopting Greek architecture and religion.
- Four thousand years on in the twenty-first century, the Ancient Greeks are still remembered for being the first to establish democracy and for founding the Olympic Games.
- Ancient Greek myths and legends plays, poetry
- pottery are still studied widely, and
- its architecture, scientists and scholars are still enormously influential.

What ideals, values and beliefs do the Ancient Greek and Modern Olympics uphold?

The Rise of the Games

- The Olympic Games originated long ago in ancient Greece. Exactly when the Games were first held and what circumstances led to their creation is uncertain.
- The Games were a direct outgrowth of the values and beliefs of Greek society. The Greeks idealized physical fitness and mental discipline, and they believed that excellence in those areas honoured Zeus.
- Earliest recorded Olympic competition occurred in 776 B.C. It had only one event, the one-stade (approximately 630-foot or 192-meter) race, which was won by a cook named Coroebus. This was the start of the first Olympiad, the four-year period by which the Greeks recorded their history.
- Athletic competition became so important to the Greeks that the Olympic festivals were a peaceful influence on the warlike city-states. Sparta was famous for the strict military training of its citizens. But it would wait until the Games were over before sending fighters into battle. Other cities followed this example
- A vast complex of buildings and structures was constructed at Olympia to accommodate the growing number of sports and athletes.
- Chariot races, first run in 680 B.C. were held in the hippodrome.
- Boxers and wrestlers trained in the Palaestra, which was adjacent to the gymnasium.
- The Leonidaion housed the athletes.

Who were the games for?

- Generally, only freeborn men and boys could take part in the Olympic Games (servants and slaves were allowed to participate only in the horse races). Women were forbidden, on penalty of death, even to see the Games.
- In 396 B.C. , however, a woman from Rhodes successfully defied the death penalty. When her husband died, she continued the training of their son, a boxer. She attended the Games disguised as a man and was not recognized until she shouted with joy over her son's victory. Her life was spared because of the special circumstances and the fact that her father and brothers had been Olympians.

	<ul style="list-style-type: none"> • At first, the Games were strictly for Greek citizens. Eventually, however, athletes from all over the Roman Empire (which covered the entire Mediterranean region) were permitted to participate. • All athletes were required to take an oath that they would observe all the rules and standards. In spite of the luxurious facilities offered to athletes, all had to remain amateurs. That is, they had to pay their own expenses, and they could receive no monetary awards. • Winners of the Games were crowned with wreaths of olive leaves and hailed as heroes. They were showered with material gifts, and sometimes a special entrance was cut in the wall surrounding their home city just for them to pass through living • Perhaps the greatest athlete of the ancient Games was Milo of Croton, a wrestler who lived in the 500's B.C. He won the wrestling crown six times, and he was said to be so powerful that he could carry a full-grown bull on his shoulders. <p>The ancient Olympic Games also honored, and inspired, artists.</p> <ul style="list-style-type: none"> • The poet Pindar wrote many odes in praise of the Games' winners. • The Olympic buildings were prime examples of the beauty of Greek architecture, and the remains of Zeus' great statue bear the signature of the famous Athenian sculptor and architect Phidias. • Like the athletic champions, artistic champions were awarded olive wreaths and great acclaim. <p>The Decline of the Games</p> <ul style="list-style-type: none"> • After Rome conquered Greece in the 100's B.C. , Olympic standards began to decline. Competition for the common good was ignored by the glory hunters, who were willing to use any trick or deceit to win. For instance, in A.D. 67 the emperor Nero brought his own cheering section and competed in events himself. Even though he fell from his chariot during the race, he was named the champion. In A.D. 394 the Roman emperor Theodosius I, a Christian who considered the Games a pagan festival, ordered them stopped. • Olympia then began to crumble. The great statue of Zeus was taken away to Constantinople, where it was destroyed in a fire. In 426, Roman emperor Theodosius II ordered all the temples destroyed. Earthquakes later helped finish what human hands had started, as well as flooding caused by a change in the course of the river that flowed through Olympia. The once-great city was eventually buried. • In 1829, German archaeologists began uncovering Olympia. Today, the site of the ancient Olympic Games is only a shadow of its former glory. Many of the building foundations remain, but few walls and pillars still stand, and the stadium where footraces were held long ago is now just a broad stretch of barren ground. 	
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NC Requirements GEOGRAPHY	Knowledge	Skills
<p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region in a European country – modern Greece 	<p>Link to Y2-Kings, Queens and castles Link to Y3-Stone Age to Iron Age Link to Y4-Rivers Link to Y5-Space</p> <p>Greece is a country in southern Europe. It shares borders with Albania, Turkey, Macedonia and Bulgaria.</p> <ul style="list-style-type: none"> • Capital City – Athens, use the Euro. Population of 11 million, speak Greek. Athens is the birthplace of democracy, the system of electing a government, and is one of the oldest European cities. It has been continuously inhabited for more than 7000 years. Around 40% of the Greek population live here. 	<ul style="list-style-type: none"> • I can locate Greece on a map • I can recall physical geographical features of Greece • I can recall human geographical features of Greece • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like • I can answer questions by using a map

	<ul style="list-style-type: none"> • Climate: warmer climate than the UK Av summer temp 33degrees c / 6mm of rain. Av winter temp 10 degrees c / 65mm of rain. It has a warm, sunny climate and enjoys more than 250 days of sunshine a year. It has a typically Mediterranean climate with hot, dry summers and mild, rainy winters • Greece has 8479 miles of coastline. In fact, no point is more than 85 kilometres from the coast. Coastline to the Mediterranean Sea, Aegean Sea and the Ionian Sea. • 2000 islands that make up the Greek nation. Around 170 of these islands are populated. If you counted every rocky outcrop, however, the number of islands would total more than 3000. Islands account for around 20% of the country's land area. Crete is one of the largest Greek islands. • One of the most mountainous countries in Europe. In fact, there are no navigable rivers because it is so mountainous. • Mount Olympus is the highest mountain in Greece. It measures 9754 feet high (3 kms).According to Greek legend, when God created the world, He sifted the earth through a strainer. After giving each country good soil, he threw the stones that were left over his shoulder and created Greece. • Popular ski resorts in the mountainous regions of Athens. • popular destination for tourists. It is one of the most visited countries in the world, largely due to its Mediterranean climate and extensive coastline. • With 18 UNESCO World Heritage Sites, Greece is rich in culture and history. • The most recognisable Greek food is the olive. Greek legend tells how the Greek Gods Athena and Poseidon both wanted to be guardian over the city of Athens. To decide the matter, whoever gave the city the best gift would become guardian. Athena's gift of an olive tree was thought to be more valuable than Poseidon's gift of water • Small cafes, called Tavernas, serve delicious Greek food • The Colossus of Rhodes, one of the Seven Wonders of the Ancient World, was destroyed by an earthquake around 2000 years ago. • The Parthenon is a former temple, dedicated to the Goddess Athena who is said to be the patron of Athens. • The Acropolis is an ancient citadel, located on a rocky outcrop above the city of Athens. <p>How does this compare to England / UK</p> <p>The United Kingdom, made up of England, Scotland, Wales and Northern Ireland, is an island nation in northwestern Europe.</p> <p>England – birthplace of Shakespeare and The Beatles – is home to the capital, London, a globally influential centre of finance and culture. England is also site of Neolithic Stonehenge, Bath's Roman spa and centuries-old universities at Oxford and Cambridge.</p> <ul style="list-style-type: none"> • Climate - The UK has a temperate climate. In general, this means that Britain gets cool, wet winters and warm, wet summers. It rarely features the extremes of heat or cold, drought or wind that are common in other climates. The weather conditions are also very changeable. • Mountain regions – Cairngorms, Mourne Mountains, Black Mountains MacGillycuddy's Reeks, Pennines, Grampians, Berwyn range, Snowdonia Lake District, Cheviot Hills (Scotland), Sperrin Mountains, Ochil Hills, Brecon Beacons, Clwydian Hills, Glens of Antrim, Dartmoor, Moelwinions. Does not affect the country as a whole but does affect regions. • UK is an island / Greece is made up of lots of islands • Tourism - The UK is also a highly accessible place; it has a huge number of International Airports such as Heathrow and Newcastle International, an extensive road network, the 	<ul style="list-style-type: none"> • I can describe how some places are similar and dissimilar in relation to their human, physical and economic features • I can name and locate most countries and their capital cities across Europe
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	<p>Channel Tunnel and a rail network. It is one of the top 10 most visited countries in the world.</p> <ul style="list-style-type: none"> • Cultural Tourism - the UK offers lots of architectural delights, museums, history and world renowned sites. • Ecological tourism - The UK has a range of protected environments, including SSSIs (sites of Special Scientific Interest) and National Parks. • Tourism inc ski resorts - Nevis Range. The largest ski resort - Glenshee offer up to 40 kilometres of slopes. The highest ski resorts for skiing in the United Kingdom extend up to an altitude of 1,230 metres (Cairngorm Mountain). Glencoe Mountains. • Culture British culture is influenced by the nation's history; its predominantly Christian religious life, its interaction with the cultures of Europe, the traditions of England, Wales and Scotland, and the impact of the British Empire. • Historical sites – Many castles – notably Windsor and Edinburgh. (y2) Tower of London. Stratford upon Avon – Shakespeare's birthplace. Birthplace of industrial revolution Ironbridge Gorge, Hadrian's Wall, Roman Baths at Bath. Stonehenge - widely considered as one of the wonders of the world. The prehistoric monument, believed to be a burial site, thought to have been built from 3000 BC to 2000 BC. Battlefields. Cathedrals etc. (y3) 	
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NC Requirements SCIENCE	Knowledge	Skills
<p>Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Link to Nursery-Ourselfs Link to Nursery-Living Things Link to Reception-Ourselfs Link to Reception-Farming Link to Y1-Animals Link to Y1-Transport Link to Y2-Kings, Queens and Castles Link to Y2-Rainforests Link to Y3-Stone Age to Iron Age Link to Y3 – Animals Link to Y4 – Human Body Link to Y4 – South America Link to Y5 – Rivers Link to Y6-The Environment</p> <p>Fossils are the preserved remains, or partial remains of ancient animals and plants. Fossils let scientists know how plants and animals used to look millions of years ago. This is proof that living things have evolved over time.</p>	<p>INVESTIGATIONS <u>Evolution and Inheritance</u></p> <p><u>Animals including Humans</u> exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> · Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. · Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Fossils of giraffes from millions of years ago show that they used to have shorter necks. They have gradually evolved through natural selection to have longer necks so that they can reach the top leaves on taller trees.</p> <p>Evolution is the gradual process by which different kinds of living organism have developed from earlier forms over millions of years. Scientists have proof that living things are continuously evolving – even today!</p> <p>Offspring – animals and plants produce offspring that are similar but not identical to them. Offspring often look like their parents because features are passed on.</p> <p>Variation – within species even plants, between parents and their offspring.</p> <p>Adaptive Traits – influence by the environment the living things live in. These adaptations can develop as a result of many things such as food and climate.</p> <p>Inherited traits – eg eye colour, hair colour, the shape of earlobes and whether you can smell certain flowers.</p> <p>Habitat – provide shelter, water, enough space and plenty of food.</p> <p>Environments – many types around the world. Polar regions, deserts (link back to Y5) rainforests, oceans, rivers and grasslands.</p> <p>Key vocabulary Offspring, Inheritance, variations, characteristics, evolution, natural selection, fossil, adaptive / inherited traits, adaptation, habitat, environment.</p> <p>Circulatory system – a system which includes the heart, veins, arteries and blood transporting substances around the body. The heart pumps blood to the lungs to get oxygen. It then pumps this oxygenated blood around the body.</p> <p>Know that arteries carry oxygenated blood away from the heart and veins carry de-oxygenated blood towards the heart.</p> <p>Capillaries are the smallest blood vessels and that's where the exchange of water, nutrients, oxygen and carbon dioxide takes place.</p> <p>Pulmonary - relating to the lungs. Gas exchange takes place in the alveoli in the lungs</p> <p>Alveoli – tiny air sacs in the lungs where gas exchange takes place.</p> <p>Gas exchange – the process by which oxygen enters the bloodstream from the lungs and the lungs receive carbon dioxide from the blood to breathe out.</p> <p>Regular exercise strengthens muscles including the heart muscle, improves circulation, increases the amount of oxygen around the body, releases brain chemicals which help you feel calm and relaxed, helps you sleep more easily and strengthens bones. A healthy diet involves eating the right types of nutrients in the right amounts. Drugs, alcohol and smoking have negative effects on the body.</p> <p>Drug – a substance containing natural or man-made chemicals that has an effect on your body when it enters your system.</p>	<ul style="list-style-type: none"> • Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Can use test results to make predictions to set up further comparative and fair tests. • Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other
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