



National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 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. They should understand how our knowledge of the past is constructed from a range of sources.

Core Vocabulary			
Macedon	Delphi	Bucephalas	Gordium
hoplite	Euclid	Ptolemy	Alexandria
sarissa	chariots	retreated	scrolls
phalanx	prophecy	prophesy	assassinated
hostage	determined	astronomy	loyalty
captured	pledged	legend	victor

Key: Disciplinary Substantive Bigger Picture

Glossary

hoplite	
phalanx	
retreated	
victor	
loyalty	

Learning Intent Questions	Pupil	Teacher
What do we know about Philip of Macedon?		
How did Philip make Macedon great?		
Who was Alexander and what was he determined to do?		
What do we know about Alexander's battles?		
What happened as Alexander travelled through Persia?		
What wonders can we find in the library of Alexandria?		