










Wiltshire E-Learning Project	Curriculum Area: History	KS1 - Year 1
Learning Objective Unit1: How are our toys different from those in the past?	Software - Websites - Activities Generic:	Online activity Information Resources  
1: What are our toys like? <ul style="list-style-type: none"> ● to describe an artefact ● how to find out about aspects of the past 	Clicker 4 resource My favourite toys www.learninggrids.com Create a database of children's toys	Clicker 4 Textease data
2: What were our parents' and grandparents' toys like? <ul style="list-style-type: none"> ● to use everyday words and phrases to describe an artefact ● to speak about everyday objects in the past 	Photos of toys www.mape.org.uk/curriculum/history/toys	
3: What were other people's toys like? <ul style="list-style-type: none"> ● that oral sources and museum displays can be used to find out about the past 		
4: How do we know that some toys are old? <ul style="list-style-type: none"> ● how to decide whether an object is old or new ● to describe the characteristics of old and new objects 	Blank database using Junior Pinpoint http://tre.ngfl.gov.uk/server.php Sort own photographs, taken with digital camera, into chronological order .	






<p>5: What is the same and what is different about these toys?</p> <ul style="list-style-type: none"> ● to identify similarities and differences between old toys and new toys <p>to speak about how they have found out about old and new toys</p>	<p>Match photos of old objects to new equivalent</p>	
<p>6: How can we show visitors what we have found out?</p> <ul style="list-style-type: none"> ● how museum exhibits are organised ● to sort objects in different ways ● to sequence objects in time ● to communicate what they have learned about toys in a variety 	<p>Produce labels using ICT for toy museum</p> <p>Online toy museum http://www.pollocksweb.co.uk/</p>	<p>Word</p> <p>Textease</p> 


Wiltshire E-Learning Project	Curriculum Area: History	KS1 - Year 1
Learning Objective Unit2: What were homes like a long time ago	Software - Websites - Activities Generic:	Online activity  Information Resources 
1: What sorts of homes do people live in today? <ul style="list-style-type: none"> • that people live in different sorts of homes • to talk about homes using appropriate vocabulary 	Clicker 4 resource Homes and Houses Types of House www.learninggrids.com	Clicker 4 Clicker 4
2: What can we find out from the outside of homes? <ul style="list-style-type: none"> • to recognise common external features of domestic dwellings • to record their observations appropriately 	Label photographs with common features. Collect data about children's homes Create a simple database of children's homes	Word Textease data
3: How were homes long ago different from homes today? <ul style="list-style-type: none"> • to identify the key features of a home built a long time ago • to identify differences between two homes built at different times 	Look around a Victorian house-animated_ www.bbc.co.uk/education/dynamo/history/stepback Print and do sheets_ www.bbc.co.uk/education/dynamo/history/print	
4: What would we find inside people's homes a long time ago? <ul style="list-style-type: none"> • to recognise different rooms and household objects from a long time ago • to describe the characteristics of household objects from 	Variety of Victorian and Edwardian interiors_ http://historictempletonmccanlessdistrict.com	









<p>a long time ago</p>		
<p>5: What can we find out about Victorian or Edwardian times from looking at household objects?</p> <ul style="list-style-type: none"> ● how to answer questions about household objects used a long time ago ● to make inferences about aspects of home life a long time ago 	<p>Photographs of museum artefacts to download and use.</p>	
<p>6: How can we turn the 'home corner' into a bathroom, kitchen or living room from a long time ago?</p> <ul style="list-style-type: none"> ● to apply their knowledge and understanding of home life a long time ago ● to communicate, through role play what they have learnt about home life 		

<p>3: What is different and what is the same about seaside holidays now and then?</p> <ul style="list-style-type: none"> ● to distinguish between holidays in the recent and more distant past ● to sort information into categories that distinguish the present from the past ● to recognise that some things change and others stay the same 	<p>Photos showing Punch and Judy at variety of seaside locations www.punchandjudy.com/seaside.htm</p>	
<p>4: What can you tell us about seaside holidays when you were a child?</p> <ul style="list-style-type: none"> ● to find out about seaside holidays in the past by asking questions of an adult visitor 	<p>Create a simple database of questions and answers</p>	<p>Textease data</p>
<p>5: What do souvenirs tell us about seaside holidays in the past?</p> <ul style="list-style-type: none"> ● to select important information about seaside holidays in the past ● to record what they have learned by drawing and writing 	<p>Download photos of souvenirs Create captions to go with objects/drawings</p>	<p>Word Textease</p>

<p>3: Which pictures help us tell Florence Nightingale's story?</p> <ul style="list-style-type: none"> • to use pictures to help them ask and answer questions about Florence Nightingale • to recount the main events in the life of a famous person 	<p>Sets of sentences to sequence, 3 levels of difficulty www.wbol.co.uk/Activities/activities.asp</p>	<p>Word 1 2 3 Textease</p>
<p>4: What was it like for Florence Nightingale working in the Crimea?</p> <ul style="list-style-type: none"> • about conditions in the Crimea • to select information from pictures about conditions in the hospital in Scutari 	<p>Resources created by a primary school www.snaithprimary.eril.net/card.htm</p>	<p></p>
<p>5: How did Florence Nightingale make things better for nurses and soldiers in the Crimea?</p> <ul style="list-style-type: none"> • about some of the improvements made by Florence Nightingale • to identify some reasons for her actions 	<p>Resources created by a primary school www.snaithprimary.eril.net/flo4.htm</p>	<p></p>
<p>6: Why do we remember Florence Nightingale?</p> <ul style="list-style-type: none"> • to sequence events related to the life of a person • why Florence Nightingale is remembered today 	<p>Clicker 4 resource-Florence's life www.learninggrids.com/uk/</p>	<p>Clicker 4</p>









Wiltshire E-Learning Project	Curriculum Area: History	KS 1 - Year 2
Learning Objective Unit 5: How do we know about the Great Fire of London	Software - Websites - Activities Generic:	Online activity  Information Resources 
1: Where and when did the Great Fire begin? <ul style="list-style-type: none"> • of why the fire broke out • about the main events of the fire • about the results of the fire • to sequence the events correctly 	Information for teachers www.britainexpress.com/History/great_fire Clicker 4 resource The Fire of London The Great Fire of London www.learninggrids.com/uk/	 Clicker 4 Clicker 4
2: What happened in the Great Fire? <ul style="list-style-type: none"> • where the Great Fire broke out • when the fire happened • to place the event on a time line showing periods in the history of England 	Information and animated map showing spread of the fire www.channel4.com/history/microsites/H/history/fire	 
3: Why did the fire spread so far and stay alight for so long? <ul style="list-style-type: none"> • why the fire spread so far for so long • what makes cities safer from great fires today 	Drag and drop sentences to show cause and effect.	Word Textease








<p>4: How do we know what happened in the Great Fire?</p> <ul style="list-style-type: none">• what an eyewitness is• about the part played by artists in recording the events of the Great Fire		
<p>5: What have we learnt about the Great Fire?</p> <ul style="list-style-type: none">• to use their knowledge and understanding of the Great Fire to make a representation of it	<p>View before and after images of London sites_ www.bbc.co.uk/history/games/fire/index.shtml</p> <p>Word search of key words associated with fire www.historyonthenet.com/Stuarts/greatfirewordsearch</p>	




Wiltshire E-Learning Project	Curriculum Area: History	KS 2 - Year 3,4
<p>Learning Objective</p> <p>Unit 6a: Why have people invaded and settled in Britain in the past? A Roman case study</p>	<p>Software - Websites - Activities</p> <p>Generic:</p> <p>http://home.freeuk.net/elloughton13/romans</p>	<p>Online activity </p> <p>Information Resources </p>
<p>1: Why do people move away from where they were born?</p> <ul style="list-style-type: none"> ● to relate their own experience to the concept of settlement ● to recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today 		
<p>2: Who invaded and settled in Britain a long time ago?</p> <ul style="list-style-type: none"> ● to use the terms 'invade' and 'settle' ● to place the Celtic and Roman periods in a chronological framework ● to recognise characteristics that place Celts and Romans as having lived a long time ago in the past ● that Romans invaded Britain and that the period of conquest was followed by a period of settlement 	<p>Drag and drop words and phrases related to Invade or Settle.</p> <p>Power point presentations on Invasion</p> <p>Variety of resources to download and use_</p> <p>www.teachingideas.co.uk</p> <p>www.primaryresources.co.uk</p> <p>www.history-people.co.uk.html</p> <p>www.brimms.co.uk/romans/</p> <p>www.bbc.co.uk/schools/romans</p>	<p>Word Textease</p> <p>Power Point</p> <p> </p> <p> </p> <p> </p>


<p>3: Who were the Celts and who were the Romans?</p> <ul style="list-style-type: none"> to select and record information about Celtic and Roman ways of life to make comparisons between these lifestyles about aspects of life in Celtic and Roman Britain, using a variety of resources 	<p>Celtic alphabet http://bigwood.com/alphabet</p> <p>Sort pictures to show understanding of differences between Celtic and Roman people</p>	<p>Word</p>
<p>4: Who was Boudicca?</p> <ul style="list-style-type: none"> that sources about Boudicca contradict each other that there are different opinions about Boudicca 	<p>Variety of resources about Boudicca including Power point presentation.</p> <p>Highlight adjectives in descriptions of Boudicca, use to draw picture of what she was like.</p>	<p>Boudicca</p>
<p>5: What happened in AD 60?</p> <ul style="list-style-type: none"> the main events in Boudicca's revolt the reason for the revolt <p>that there are different interpretations of the revolt</p>	<p>Sequence sentences which retell the events surrounding the revolt.</p>	
<p>6: What were the short-term and long-term results of Boudicca's revolt?</p> <ul style="list-style-type: none"> about the results of Boudicca's revolt to appreciate that people have points of view about events in the past 	<p>To consider different accounts of the events, who said what?</p>	<p>Word</p> <p>Word</p>







<p>7: How did the Romans change Britain when they settled here?</p> <ul style="list-style-type: none">● about evidence that tells us about life in Roman Britain● ask and answer questions about what survived from the Roman settlement of Britain	<p>clicker 4 resources Roman Life Roman Towns</p> <p>www.learninggrids.com/uk/</p> <p>What if the Romans hadn't come to Britain? Grid Club: Time Tunnel - Roman Settlement</p>	<p>Clicker 4 Clicker 4</p>
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Wiltshire E-Learning Project	Curriculum Area: History	KS 2- Year 3,4
<p>Learning Objective</p> <p>Unit 7: Why did Henry VIII marry six times?</p>	<p>Software - Websites - Activities</p> <p>Generic:</p> <p>www.primaryresources.co.uk/history/history</p>	<p>Online activity </p> <p>Information Resources </p>
<p>1: How many times did Henry VIII marry?</p> <ul style="list-style-type: none"> the names and order of Henry VIII's wives to locate the Tudors within the context of the history of Britain 	<p>Find out about each of the wives</p> <p>www.brimms.co.uk/tudors/wives.html</p> <p>Presentations about Henryv111 Tudor monarchs</p>	<p></p> <p>Power Point</p> <p>Power Point</p>
<p>2: What was Henry VIII like as a person?</p> <ul style="list-style-type: none"> to ask and answer questions using a portrait as a source about the appearance and character of Henry VIII what information can be gathered about Henry VIII from portraits and written sources 	<p>Pictures and information about Henry VIII</p> <p>http://tudorhistory.org/henry8/</p> <p>www.brimms.co.uk/tudors/henry.html</p> <p>www.tudor-portraits.com/Henry_VIII.ht</p> <p>Sort list of activities and duties into royal/not royal.</p>	<p></p> <p></p> <p></p> <p>Word</p> <p>Word</p>
<p>3: What did Henry VIII do all day?</p> <ul style="list-style-type: none"> about the power and importance of a Tudor king to identify what monarchs did and did not do 	<p>Information about Henry VIII</p> <p>http://tudorhistory.org/henry8/</p> <p>www.brimms.co.uk/tudors/henry.html</p>	<p></p> <p></p>

<p>4: Why did Henry divorce Catherine of Aragon?</p> <ul style="list-style-type: none"> • about the reasons for Henry's divorce from Catherine of Aragon • about the power of a Tudor monarch • to consider possible solutions to Henry's 	<p>Information and pictures www.historylearningsite.co.uk/catherine_of_aragon http://tudorhistory.org/wives/</p> <p>Sort statements into problems and solutions</p>	 
<p>5: Did marrying Anne Boleyn or Jane Seymour solve Henry's problems?</p> <ul style="list-style-type: none"> • about the reasons for and results of Henry's marriages to Anne Boleyn and Jane Seymour 	<p>Information and pictures www.historylearningsite.co.uk/anne_boleyn.htm www.historylearningsite.co.uk/jane_seymour.htm http://tudorhistory.org/wives/</p>	  
<p>6: Why did the marriage to Anne of Cleves fail?</p> <ul style="list-style-type: none"> • that building alliances through marriage was important in the Tudor period • to extract information from portraits and descriptions • about the various ways that the appearance and characteristics of Anne of Cleves and Henry VIII have been interpreted 	<p>Information and pictures www.historylearningsite.co.uk/anne_of_cleves http://tudorhistory.org/wives/</p>	 





Wiltshire E-Learning Project	Curriculum Area: History	KS 2 - Year 3,4
Learning Objective Unit 8: What were the differences between the lives of rich and poor people in Tudor times?	Software - Websites - Activities Generic:	Online activity  Information Resources 
1: What was different about rich and poor people in Tudor times? <ul style="list-style-type: none"> ● to distinguish between wealth and poverty in Tudor times ● about the types of evidence for the Tudor period 	Worksheets to use with inventories Sites of general interest www.greatbritain.co.uk/history/tudors.htm www.gridclub.com/have_a_go/history/timetunnel	
2: How comfortable were the lives of rich Tudor people? <ul style="list-style-type: none"> ● the key features of Tudor buildings ● to identify different ways in which Tudor houses have been represented 	Sequence photos of houses through history Sequence instructions for building a Tudor house	Word Word 1 2 3
3: What can inventories tell us about the lives of people at this time? <ul style="list-style-type: none"> ● to use inventories to identify characteristic features of different types of people in Tudor times ● to draw conclusions about life in Tudor times from different sources of information ● that there are different ways of interpreting the same information 	Sources of Tudor inventories www.mape.org.uk/kids/unton/inventories.htm www.peartree12.freemove.co.uk/invent.html www.members.aol.com/maddockgen/documents/rmadinv Worksheets to use with inventories	Word 1 2 3






<p>4: What was life like for poor people in Tudor times?</p> <ul style="list-style-type: none"> ● about the lives of the poor in Tudor times ● about the attitudes of wealthier people towards the poor ● about the types of evidence and gaps in evidence about the poor in this period 	<p>Information about a variety of topics www.historylearningsite.co.uk</p>	
<p>5: How different were the lives of rich and poor people?</p> <ul style="list-style-type: none"> ● to summarise all they have learnt about the rich and the poor in Tudor times ● to select, organise and structure information to answer a key question 	<p>Clicker 4 resource-The Tudors</p> <p>Grid for children to organise their findings</p>	<p>Clicker 4</p> <p>Word</p>




Wiltshire E-Learning Project	Curriculum Area: History	KS 2 - Year 3,4
Learning Objective Unit 9: What was it like for children in the Second World War?	Software - Websites - Activities Generic:	Online activity Information Resources  
1: What was the Second World War? When and where did it take place? <ul style="list-style-type: none"> • when and where WWII took place • about the leaders and key events and dates of the war 	Worksheets, activities & video clips_ www.learningcurve.pro.gov.uk/homefront	
2: What was the Blitz? <ul style="list-style-type: none"> • the characteristic features of the Blitz and what type of area was most likely to be affected • to locate where bombing raids took place 	Worksheets, activities & video clips_ www.learningcurve.pro.gov.uk/homefront Variety of resources to download www.primaryresources.co.uk	 
3: Why were children evacuated? <ul style="list-style-type: none"> • about the effects of air raids • about the causes of evacuation 		
4: What was it like to be an evacuee? <ul style="list-style-type: none"> • to find out about the experiences and feelings of evacuees, from a wide range of information sources • to communicate their learning in an organised and structured way, using appropriate terminology 	Extracts from letters and ideas for replies_ www.bbc.co.uk/history/ww2children	

<p>5: What did people eat during the war?</p> <ul style="list-style-type: none"> • why rationing was necessary • about the impact of rationing on the way of life of people living in England during WWII 	<p>An on-line shopping challenge_ www.bbc.co.uk/history/ww2children</p>	
<p>6: In what other ways might the war have affected people?</p> <ul style="list-style-type: none"> • an overview of how the war affected people's everyday lives • about the restrictions on people, how they suffered during the war, their courage and resilience 		
<p>7: What were children's experiences of the war?</p> <ul style="list-style-type: none"> • that the war affected children in different ways • that the war created many refugees • about the treatment of Jewish people during the war 	<p>Variety of information and activities http://www.snaithprimary.eril.net/evacmenu</p> <p>Lesson plans and on-line activities based on the diary of Anne Frank http://teacher.scholastic.com/frank/</p>	  
<p>8: What it was like to be a child living in this area in World War II?</p> <ul style="list-style-type: none"> • where and how the local area was affected by WWII • how to find out about the war in their locality from the recollections of someone who lived through it 		

<p>9: How did the Second World War affect children who lived in this locality?</p> <ul style="list-style-type: none">● about the effects of WWII on their locality● to select information from sources● to compare the local and national experience		
<p>10: What has been done since to prevent another world war?</p> <ul style="list-style-type: none">● about conflicts going on today and how they affect the lives of children● to make connections between the Second World War and today		

Wiltshire E-Learning Project	Curriculum Area: History	KS 2 - Year 3,4
<p>Learning Objective</p> <p>Unit 10: What can we find out about ancient Egypt from what has survived?</p>	<p>Software - Websites - Activities</p> <p>Generic:</p> <p>Kartouche- Primary Curriculum Egyptians</p> <p>Spex + Egyptian Environment</p> <p>Ready resources-History 5</p> <p>Find Out and write about Ancient Egyptians</p> <p>My World Egypt Resources</p>	<p>Online activity </p> <p>Information Resources </p>
<p>1: What do we already know about ancient Egypt?</p> <ul style="list-style-type: none"> to locate ancient Egypt in time and place that information can be classified in different ways 	<p>Complete grid to show what is already known about ancient Egypt</p>	<p>Word</p>
<p>2: What can we learn about ancient Egypt from one object?</p> <ul style="list-style-type: none"> to observe an object in detail and to make inferences and deductions <p>to record information about an object accurately</p>	<p>Find pictures of Egyptian artefacts_</p> <p>www.ancientegypt.co.uk/menu.html</p> <p>www.civilization.ca/civil/egypt/egypte.html</p> <p>Record information about chosen artefact_</p> <p>www.teachingideas.co.uk/history/histobjctsws</p>	<p>Word</p> <p>Word</p>
<p>3: What does the landscape tell us about what life might have been like in ancient Egypt?</p> <ul style="list-style-type: none"> to make deductions about life in the past from pictures of the landscape <p>how much of the life of Egypt depended on the Nile</p>	<p>Map, pictures and quiz about the land of Egypt_</p> <p>www.snaithprimary.eril.net/eggeo.htm</p> <p>Information about the Geography of Egypt_</p> <p>www.ancientegypt.co.uk/geography/home.html</p> <p>Grid to complete about living in Egypt</p>	<p></p> <p></p> <p>Word</p>

<p>4: What objects survive from the time of the ancient Egyptians?</p> <ul style="list-style-type: none"> to classify information in various ways about the range of objects which have survived from ancient Egypt to make inferences from objects about the way of life in ancient Egypt 	<p>Find pictures of Egyptian artefacts_ www.ancientegypt.co.uk/menu.html www.civilization.ca/civil/egypt/egypte.html</p> <p>Record information about a chosen artefact</p>	<p>Word</p>
<p>5: What do objects that have survived tell us about ancient Egypt?</p> <ul style="list-style-type: none"> about aspects of life in ancient Egypt to make inferences and deductions from objects and pictures that what we know about the past is dependent on what has survived 	<p>Make prediction about the use of artefacts www.snaithprimary.eril.net/obintro.htm</p> <p>Record information about a chosen topic</p>	<p> Word</p>
<p>6: What did the ancient Egyptians believe about life after death?</p> <ul style="list-style-type: none"> about Egyptian tombs, pyramids and burial sites to use sources of information in ways which go beyond simple observation 	<p>Build a mummy online-gory but fun_ www.oi.uchicago.edu/OI/MUS/ED/mummy</p> <p>Read and write your name in hieroglyphs_ www.virtual-egypt.com www.eyelid.co.uk/e-name.htm www.snaithprimary.eril.net/hierintr.htm</p>	<p>   </p>
<p>7. What can we learn about ancient Egypt from what has survived?</p> <ul style="list-style-type: none"> what we can find out about ancient Egypt from what has survived to produce a structured account about life in ancient Egypt 	<p>Variety of links to websites, useful for research_ www.atozteacherstuff.com/themes/Egypt/ www.astonvision.org.uk www.gridclub.com/have_a_go/</p> <p>Worksheets to download_ www.primaryresources.co.uk/history/history</p>	

<p>3: Who helped to improve the lives of Victorian children?</p> <ul style="list-style-type: none"> • to understand that the work of individuals can change aspects of society • to find out about important figures in Victorian times • to present their findings in different ways 	<p>Sort statements relating to Lord Shaftsbury & Dr Barnado www.channel4.com/learning/microsites/Q/qca/</p>	
<p>4: What was it like going to school at the end of the nineteenth century?</p> <ul style="list-style-type: none"> • to compare modern and Victorian schooling • to communicate through drama their understanding of the nature of school life in Victorian times 	<p>Video clips, activities and worksheets on work, school, play www.bbc.co.uk/schools/victorians/index.shtml</p>	
<p>5: How did different Victorian children use their spare time?</p> <ul style="list-style-type: none"> • to consider how attitudes to children and childhood changed over time 	<p>Variety of information, on-line activities, photographs etc. http://telematics.ex.ac.uk/virvic/welcome.htm</p> <p>Changing pastimes comparison</p>	 Word

6: How did life change for children living in Victorian Britain?

- to recall information about the life of children in Victorian times
- to select appropriate material and present it in a way that shows their understanding of the Victorian period



Quiz following online links to discover answers_
www.btinternet.com/~tony.poulter/cyberhunts/vichunt

Clicker grid-Victorian words_

www.learninggrids.com/uk



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Wiltshire E-Learning Project	Curriculum Area: History	KS 2 - Year 6
Learning Objective Unit 14: Who were the ancient Greeks?	Software - Websites - Activities Generic:	Online activity  Information Resources 
1: Where and when was ancient Greece? <ul style="list-style-type: none"> • about the location, climate and terrain of Greece • to place the ancient Greek civilisation in time • that the ancient Greek civilisation occurred 'Before Christ' • that ancient Greece consisted of city states 	Lesson plans, fact files and worksheets_ www.educate.org.uk Texts and pictures on variety of subjects www.angliacampus.com/public/pri/history/greeks/ www.bbc.co.uk/schools/landmarks/ancientgreece Lots of useful links_ www.saintambrosebarlow.wigan.sch.uk/historylinks	
2: What were the similarities and differences between Athens and Sparta? <ul style="list-style-type: none"> • what is meant by democracy • some of the ideas of people living in Athens and Sparta 	Clicker 4 resource-Athens and Sparta_ www.learninggrids.com/uk/ Sort statements relating to Athens and Sparta	Clicker 4 Word
3: What made ancient Greek fighters so powerful? <ul style="list-style-type: none"> • to infer information about Greek wars and warfare from illustrations and maps 	Lots of images of Greek ships –history_ www.kevinsplayroom.co.uk	

4: Was the battle of Marathon a great victory for the ancient Greeks?

- the main characters and events of a key battle
- that the battle may be interpreted in different ways and why this is so
- that modern events may have connections with the past

5: Who did the ancient Greeks worship and why?

- to deduce information about Greek beliefs and religious practices from pictures of buildings
- about the beliefs of the ancient Greeks
- to compare the beliefs of the ancient Greeks with those of other cultures

Database of Greek Gods_
www.wbol.co.uk/Activities/activities.asp

6: What happened at the theatre?

- to deduce information about an aspect of the Greek way of life from pictures of buildings and texts
- to combine information from several sources
- about the role of the theatre in the way of life of the Greeks
- to structure work in the form of a play

Good source of stories to adapt into play scripts
<http://www.mythweb.com/index.html>

7: What do the sources tell us about the importance of the Olympic games to the ancient Greeks?

- to summarise what they have learnt about the ancient Greeks
- to appreciate the range of different sources of information that can be used to find out about the ancient Greeks
- that different sources can provide different kinds of information

Information, tour and pictures_
<http://www.perseus.tufts.edu/Olympics/>

Clicker 4 resource-Ancient Olympics
www.learninggrids.com/uk/

Explore aspects of Ancient Greece_
http://www.gridclub.com/have_a_go/index.shtml



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