

#WeAreHistorians

Unit of Learning

Year 5

Autumn

Ancient Greece

Overview

Children learn about life in Ancient Greece and how it differs to the life they know today. They consider the impact that the Ancient Greeks have had on the western world over time and what lasting legacy still exists today.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes in Britain from Stone Age to Iron Age
- ❖ The Roman Empire and its impact on Britain
- ❖ Britain's settlement by the Anglo-Saxons and Scots
- ❖ The Viking and Anglo-Saxon struggle for control of England up to Edward the Confessor
- ❖ A local history study
- ❖ An aspect of theme in British History that extends chronological knowledge beyond 1066
- ❖ The achievements of the earliest civilisations
- ❖ The life, achievements and impact on the western world of the Ancient Greeks

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Sequence historical periods on a timeline from memory and know which continent the period of time relates to ❖ Give reasons to show how the periods link ❖ Identify changes within and across historical periods ❖ Use words related to the period of history e.g. conversion, transformation 	<ul style="list-style-type: none"> ❖ Identify some social, cultural, religious and ethnic diversities of societies being studied in UK and wider world ❖ Give short term cause and consequence of the main events, situations and changes in the period studied ❖ Identify changes and links within and across the time periods studied ❖ Extract information confidently from multiple evidence sources and draw into one conclusion ❖ Begin to make decisions over which sources to use, justifying their source selection 	<ul style="list-style-type: none"> ❖ Question the reliability of the source and give reasons why something is or isn't reliable ❖ Recognise there isn't a single answer to historical questions and give clear reasons why there may be different accounts ❖ Know that people represent events or ideas in ways that persuade others- bias 	<ul style="list-style-type: none"> ❖ Describe and make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> ❖ Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> ❖ Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> ❖ Begin to identify historically significant people and events in situations ❖ Explain why they are significant ❖ Describe the legacy of these people ❖ Say why they are inspired by them (or not) and with a partner explore how this learning has changed them as a person

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>

<https://www.thenational.academy/teachers/programmes/history-primary-ks2-1/units/ancient-greece-79e7/lessons>

Key Knowledge - End Points

- ❖ To know when this period took place 800 BC - 146 BC and on the European continent
- ❖ To know that democracy was a key feature of Greek city states
- ❖ To know how city states came together to fight outside enemies
- ❖ To know that the Olympic Games were founded in Ancient Greece and draw similarities and differences
- ❖ To compare the daily lives of rich and poor members of society
- ❖ To know what the Ancient Greeks left us and how that impacts life today

Unit Vocabulary

acropolis	Olympics
polytheists	mythology
empire	military
city state	Mount Olympus
civilisation	
philosophy	

Lesson Sequence

To know when and where the Ancient Greek civilisations were in time and location	To understand the importance of democracy in Ancient Greece	To compare the daily lives of both rich and poor people in Ancient Greece	To discuss how Greek city states came together to fight outside enemies	To compare the Olympics started by the Ancient Greeks with those still held today	To explain what the Ancient Greeks left us and the lasting impact they have had
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Suggested Retrieval Task



Order the given civilisations in chronological order on simple timeline	Who successfully invaded Britain with the Roman army?	What connection to mining does George Stephenson have?	Where was the Great Fire of London believed to have started and how?	Who came to Britain first: the Anglo-Saxons or the Vikings?	Name two ways the Ancient Greeks and Egyptians could be described as similar
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Activity

Discuss key events in Ancient Greek history and then organise into chronological order	Describe the role of the three main elements of Ancient Greek democracy and their responsibilities	Different roles in society given to research duties/responsibilities of each and whether they were considered citizens or not Comparisons then made between different classes	Discuss differences between Athens and Sparta Retell story of Battle of Marathon - why did city states come together here?	Use sources to compare past and present Olympic Games, recording similarities and differences Create advertisement for Ancient Greek athletes about events they could compete in	Six 'legacies' given (Olympic Games, language, democracy, philosophy, architecture and mythology) - decide and order from most to least important and justify answer for top spot
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Assessment

Clear chronological understanding evident in books and creation of timeline	Clear understanding of the roles and responsibilities of the ekklesia, boule and diskasteria	Accurate research skills produce suitable answers to the roles of members of society	Clear understanding of how collaboration of city states led to victory	Appropriate interpretation of sources and clear distinction between similarities and differences made	Understanding of some of great legacies left behind by Greeks shown through debating importance over others
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