

<b>Year Group: 5</b>	<b>Term: Spring</b>	<b>Topic: Ancient Greece (c.800BC-c.400BC)</b>
<b>Historical strands</b>		
Civilisation and Technology; Monarchy; Legacy		
<b>NC Links</b>		
Ancient Greece		
<b>Other Curriculum Links</b>		
English - Greek myths and legends; Geography - Europe; Art - mosaic, sculpture		
<b>Links to Rights Respecting</b>		
Article 28 - every child has the right to an education		
<b>Links to North East Ambition</b>		
Link a lesson to the career of a museum curator / archaeologist Gatsby Benchmark 4 - Linking curriculum learning to careers		
<b>Topic Overview</b>		
In this unit, pupils will understand important aspects of Ancient Greek culture, through learning about their stories, art, architecture and society. They will explore the role significant persons from their time played in shaping the legacy of this society and consider why they are still remembered today.		
<b>Possible Visits/Visitors</b>		
That History Bloke (Ancient Greece workshop); Durham University workshop.		
<b>Historical Concepts</b>		
<b>Continuity and Change</b> - in and between time periods N/A <b>Cause and Consequence</b> N/A <b>Similarity and Difference</b> - within a period / situation (diversity) <ul style="list-style-type: none"> <li>Understanding of different experiences of Greek people depending on age, sex, nationality and class</li> </ul> <b>Significance</b> - of events / people <ul style="list-style-type: none"> <li>Important people and technological and cultural legacy</li> </ul>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>Mind-map: what is history? Why study history? How do we know about history?</li> <li>To locate key areas of ancient Greece on a map.</li> <li>To know and understand the structure of ancient Greek society.</li> <li>To know about the technological / cultural legacy of the ancient Greeks.</li> <li>Describe key events in ancient Greece - place between 5-10 events on a timeline</li> <li>To discuss and evaluate a range of historical sources - to understand how we know about ancient Greece.</li> </ul>		

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<b>Essential skills to be covered and possible activities</b>		
<b>Historical Knowledge and understanding</b> <ul style="list-style-type: none"> <li>● Mind map: What is history? Why is it important to study history? How do we find out about ancient Greek history?</li> <li>● Discuss, explore and describe the main features of ancient Greek society - e.g. city states, social structure, different occupations, slavery, role of women, crime and punishment.</li> <li>● Discuss, explore and describe the main features of ancient Greek culture - e.g. art, mathematics, philosophy, Olympic Games.</li> <li>● Discuss, explore and describe the everyday life of a range of people from ancient Greece.</li> <li>● Discuss, explore and describe some of the important figures from ancient Greece.</li> <li>● Discuss, explore and describe the cultural and technological legacy of Ancient Greece.</li> <li>● Use a map to identify key areas of Ancient Greece and / or chart the expansion and influence of the ancient Greek empire</li> </ul>		
<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>● Explore chronology by using sheets of toilet paper to represent time</li> <li>● Place between 5 and 10 events on a timeline</li> </ul>		
<b>Historical vocabulary</b> <ul style="list-style-type: none"> <li>● Explicitly teach relevant historical vocabulary. Use knowledge organiser</li> <li>● Use appropriate historical vocabulary and terms in discussion and writing</li> </ul>		
<b>Interpretations of history</b> <ul style="list-style-type: none"> <li>● Identify a range of historical sources, e.g. oral accounts, paintings, images, objects, narratives</li> <li>● Consider how accurate and reliable different sources are: think about who created the source and why (distinguish between fact and fiction)</li> <li>● Evaluate different sources in terms of what they can and cannot tell us about the past (i.e. their usefulness)</li> <li>● Suggest why there might be different versions of events (e.g. contemporary accounts and textbook accounts)</li> <li>● Use the library and the internet to research with increasing confidence</li> </ul>		
<b>Historical enquiry</b> <ul style="list-style-type: none"> <li>● Begin to recognise primary and secondary sources</li> <li>● Use evidence (a source or sources) to build up a picture of an aspect of Greek society / culture</li> <li>● Select the relevant information to write historical accounts</li> </ul>		
<b>Organisation and communication</b> <ul style="list-style-type: none"> <li>● Writing a description of an aspect of ancient Greek society in terms of its significance, using evidence to support your work and using appropriate dates and terms</li> <li>● Drama / role-play, e.g. hot-seating a range of ancient Greeks to develop an understanding of their different everyday experiences</li> <li>● Reports /recounts / diaries relating to ancient Greek life</li> <li>● Create displays about ancient Greece</li> <li>● Using iPads / computers to create PowerPoints / Word presentations</li> </ul>		

### Suggested Strategies for Recording Learning

- Practical activities - drama / role-play / describe the different people within ancient Greek society(recorded on iPads and linked to QI codes)
- Group work to discuss enquiry questions / debate pros and cons of Greek expansion or the impact of ancient Greece on modern life (recorded on iPads and linked to QI codes)
- Annotating maps to show the Greek empire and/ or main Greek city states
- Sequencing events on a timeline
- Writing narratives / comics / reports / recounts / diaries / persuasive pieces supported by historical sources, using appropriate dates and terms
- Create class displays about ancient Greece
- Sorting sources into fact and fiction (myths and reality)
- Comparing sources and offering reasons for different versions of events
- Writing diaries or creating narratives of life in ancient Greece
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from guided activities, quizzes, observations, discussions, questioning and work.			
	5.1	5.2	5.3
<b>Historical knowledge and understanding</b>	<p>With support, locate some of the main places in ancient Greece on a map.</p> <p>With support, describe some features of ancient Greek life, society and culture.</p> <p>With support, describe in some detail some of the important people and legacies of ancient Greece.</p>	<p>Locate some of the main places in ancient Greece on a map.</p> <p>Describe some features of ancient Greek life, society and culture.</p> <p>Describe in some detail some of the important people and legacies of ancient Greece.</p>	<p>Locate some of the main places in ancient Greece on a map.</p> <p>Describe the main features of ancient Greek life, society and culture.</p> <p>Describe in some detail some of the important people and legacies of ancient Greece and explain why they are significant.</p>
<b>Chronological understanding</b>	With support, pupils place up to five events on a timeline and use dates appropriately.	Pupils place at least five events on a timeline and use dates appropriately.	Pupils place up to 10 events on a timeline and use dates appropriately.
<b>Historical vocabulary</b>	With support, use some appropriate historical terms.	Use some appropriate historical terms.	Confidently use a range of appropriate historical terms.
<b>Interpretations of history</b>	With support, recognise and evaluate the usefulness of some sources.	Identify and evaluate the usefulness of a range of sources.	Identify and evaluate the usefulness and reliability of a range of sources.
<b>Historical enquiry</b>	<p>With support, use evidence to build a picture of the past, selecting relevant information.</p> <p>With support, begin to use the library internet for some of your research.</p>	<p>Use evidence to build a picture of the past, selecting relevant sections of information.</p> <p>Use the library and internet for some of your research with more confidence.</p>	<p>Use a range of evidence to build a picture of the past, selecting relevant sections of information.</p> <p>Use library and internet for independent research.</p>
<b>Organisation and communication</b>	With support, communicate knowledge and understanding through discussion, drama /role-play, writing and ICT.	Communicate knowledge and understanding through discussion, drama / role-play, writing and ICT.	Confidently communicate knowledge and understanding through discussion, drama/role-play, writing and ICT