



Sacred Heart Primary School Curriculum Theme Plan

The Ancient Greeks Year 5 Term 1&2



Rationale: This Topic inspires curiosity of ancient civilizations. It addresses skills and knowledge as outlined in the National Curriculum and the Sacred Heart Progression of Skills History document. The topic of The Ancient Greeks is age appropriate for Year 5 and fits within the chronology of the rest of the History scheme of work at Sacred Heart.

Pre-Unit task: Show a range of images related to the units of work. Ask children to discuss and write phrase to show knowledge beside images.

Attention Grabber: <https://www.youtube.com/watch?v=jloEzVh31TE>

Class story time book:

Learning Objectives:

- *Study an ancient civilization in detail*
- *place current study on time line in relation to other studies and use relevant terms and period labels*
- *To use a variety of sources and evidence to build up a picture of Ancient Greece*
- *To study the different aspects of life of i.e. differences between men and women, food*
- *To compare an aspect of life with the same aspect in another period*
- *Use a variety of ways to communicate knowledge and understanding including extended writing.*

Curriculum Links: Writing opportunities – myths; Drama /Art – mask making; Science – Greek architecture and forces; Art – painting Greek urns; D.T. – model making, Greek weapons

Overview:

- Lesson 1: Where is Greece? Where was Ancient Greece? Place Ancient Greek civilization chronologically. (PB)
- Lesson 2: Athens v Sparta-Look at the differences between the two states and meaning of ‘democracy’(PB)
- Lesson 3: Warfare!- Look at the ancient Greek army and navy, use pictures of ancient Greek artefacts showing images of warfare. (PB,T)
- Lesson 4: Battle of Marathon
- Lesson 5: The Trojan War (T)
- Lesson 6: Greek Gods (T, PB)
- Lesson 7: The Olympics – similarities and differences from today.(T)
- Lesson 8: Greek myths
- Lesson 9: Daily Life- What was life was like for the citizens. (PB)

SMSVC Links

- Exploring the moral implications of Ancient Greek societies. How they differed; freedom, slavery and democracy.
- Exploring the role religion and religious belief in different communities, the role of Gods and mythology in Ancient Greek culture.
- Collaborative working on research and projects.
- Exploring the legacy of Ancient Greeks. Showing a positive attitude to influences early civilizations have made to life today.

Resources (found in Ancient Greeks Topic Box)

Copies of fiction/non-fiction books

Opportunities for enrichment:

Greek Day –costumes, Olympics, picnic

Impact/Assessment

Most Children will: Explain how and why the Greek Empire was so successful and be able to explain how the political system worked.

- Describe elements of the Battle of Marathon and the Trojan War in detail.
- Examine artefacts in order to draw conclusions about what life was like in Ancient Greece.

Less Able Children will: Say when the Ancient Greek people lived and order some events from the time on a timeline.

- Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding.
- Talk about some Ancient Greek gods and know some Greek myths.

More Able Children will: Compare and contrast modern day political systems with those from Ancient Greece and show an understanding of how the Athenian system shaped modern politics.

- Know in detail about key events from the Ancient Greek time.
- Analyse a variety of evidence and artefacts and use these to support their conclusions about what life in Ancient Greece was like.



Progression in History Skills						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in find out about everyday lives of people in time studied compare with our life today lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	identify reasons for and results of people’s actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations
Interpretations of History	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum,	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to

			cartoons, etc.			different conclusions confident use of the library etc. for research
Historical Enquiry	<p>sort artefacts "then" and "now"</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p>	<p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of time lines</p> <p>discuss the effectiveness of sources</p>	<p>use a range of sources to find out about a period</p> <p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research</p> <p>ask and answer questions</p>	<p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions</p> <p>use the library, e-learning for research</p>	<p>begin to identify primary and secondary sources</p> <p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum annotated photographs</p> <p>ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>·select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p>	<p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms· work independently and in groups showing initiative</p>	<p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p>