

Year 6 History: Ancient Greece

Summer Term

Was the Olympics the only thing the Ancient Greeks left behind?

Enrichment: Visit Museum of Archaeology Durham

Prior Learning: Changes within living memory; Great Fire of London; Grace Darling; Castles, Knights and Dragons; Florence Nightingale; Stone Age; Romans; Ancient Egyptians; Anglo-Saxons; Mayans; Vikings; Victorians

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p>Chronology:</p> <ul style="list-style-type: none"> To know and sequence key events of a time studied To relate current studies to previous studies and make comparisons between different times in history Use dates precisely and accurately when talking about the past Place events, people and changes within a chronological framework To sequence ten or more events on a time line To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates 	<p>Who were the Ancient Greeks?</p> <ul style="list-style-type: none"> explain the chronology of a timeline explain how a timeline works, including BC and AD order a Greek timeline <p>What were city states?</p> <ul style="list-style-type: none"> order the events of the Battle of Marathon <p>What can you learn about Greek life from artefacts?</p> <ul style="list-style-type: none"> choose a key moment in the story to freeze frame write a chronological diary entry to recount the story of the Trojan War. 	<p>Knowledge:</p> <ul style="list-style-type: none"> know where the Ancient Greeks sit on Britain's timeline, overlapping the Iron Age explain what AD and BC stand for know the period of time the Ancient Greeks represent (776BC-146BC) <p>Vocabulary: chronology, empire, timeline, BC / AD, locate/location, country, city state, period, era, century</p> <p>Artefact, archaeologist, Sparta, Troy, Trojan, Iliad.</p>
<p>Sources:</p> <ul style="list-style-type: none"> Compare and contrast aspects of the past with aspects of today To recognise that there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability To compare accounts of events from different sources, fact or fiction To be aware of the social, cultural, religious and ethnic diversity of the society and the people studied To draw conclusions about a period from use of a range of sources, including censuses and inventories To understand that they type of information available depends on the period of time studied 	<p>What legacy did Olympia leave us?</p> <ul style="list-style-type: none"> learn about the past from sources including art explain why pottery can give us information about the Ancient Greek Olympic Games <p>What can you learn about Greek life from artefacts?</p> <ul style="list-style-type: none"> use a range of sources to find out about the past and then present my findings think of questions about Greek artefacts use the artefacts to learn about the past use the story from Homer's Iliad to learn about the Trojan War choose a key moment in the story to freeze frame write a chronological diary entry to recount the story of the Trojan War. 	<p>Knowledge:</p> <ul style="list-style-type: none"> name 3 sources we use to gain historical knowledge of a society form explain the difference between a source and interpretation <p>Vocabulary: sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration</p> <p>Artefact, archaeologist, Sparta, Troy, Trojan, Iliad.</p>

<ul style="list-style-type: none"> • To write explanations of past events using evidence to support and illustrate their explanation (e.g. cause and effect) • To confidently use a range of research techniques • Select and present appropriate information to show what they have found out • To begin to select and combine information from different sources • To begin to identify primary and secondary sources • To carry out their own historical enquiry, using a range of sources to show how evidence is used to make historical claims 		
<p><u>Society:</u></p> <ul style="list-style-type: none"> • To be aware of the social, cultural, religious and ethnic diversity of the society and the people studied • To find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings • Give some reasons for, and results of, the main events and changes • To confidently use a range of research techniques • Select and present appropriate information to show what they have found out 	<p>What were city states?</p> <ul style="list-style-type: none"> • compare different city states and recall facts about the Battle of Marathon • explain how Athens and Sparta are similar and different • think about the events of the Battle of Marathon from the point of view of someone involved in the Battle <p>What was the faith of Ancient Greece?</p> <ul style="list-style-type: none"> • find out about Ancient Greek gods and goddesses • explain symbols associated with the gods • create a fact file about a god/goddess 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Ancient Greece was made up of city states • Name 4 city states of Ancient Greece • Give key differences and similarities between Athens and Sparta • Name 4 Ancient Greek gods and know that Zeus was the leader of the gods <p><u>Vocabulary:</u> city states, battle, Marathon, eye witness, Sparta(n), Athens(ian), Persia(n), battle formation, hoplite, defensive, strategy, retreat.</p> <p>Hercules, Hermes, Zeus, Poseidon, Ares, Aphrodite, Theseus, Achilles, Odysseus, Perseus, Jason, Minotaur, Gorgon, Hydra, Cyclops, Cerberus, Chimera.</p>
<p><u>Changes:</u></p> <ul style="list-style-type: none"> • To begin to produce structures work (including extended writing, written narratives and analysis), making appropriate use of dates and terms – including abstract terms such as empire, parliament and peasantry – and bringing various sources together 	<p>Who was Alexandra the Great?</p> <ul style="list-style-type: none"> • to explain how and why the Greek empire changed and grew <p>What is democracy?</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • know Alexandra the Great expanded the Greek empire through conquests • know Britain is a democratic society <p><u>Vocabulary:</u> Alexandra the Great, empire, invasion, conquest</p>

<ul style="list-style-type: none"> To understand that the work of individuals and great events can change aspects of society Identify changes within and across different periods Give some reasons for, and results of, the main events and changes To analyse trends and frame historically valid questions 	<ul style="list-style-type: none"> explain how the political system worked in Ancient Greece explain what democracy is 	<p>democracy, democratic, trial, jury, citizens, government, ancient, modern, politics, ruling, ruler, dikasteria, boule, ekklesia, Polis, metic.</p>
<p>Legacy:</p> <ul style="list-style-type: none"> Compare and contrast aspects of the past with aspects of today To understand that the work of individuals and great events can change aspects of society To analyse trends and frame historically valid questions 	<p>What is democracy?</p> <ul style="list-style-type: none"> compare ancient and modern democracy compare this system with other political systems understand the legacy of the Athenian democratic system discuss fairness of different systems of democracy <p>What legacy did Olympia leave us?</p> <ul style="list-style-type: none"> explain how important the Ancient Games were to the modern Olympic Games and say what is the same and what has changed describe the modern day Olympic games 	<p>Knowledge:</p> <ul style="list-style-type: none"> state three ways how Ancient Greek democracy is similar to modern day democracy in Britain name 3 events from the ancient Olympics that are still played in today's Olympics <p>Vocabulary:</p> <p>democracy, democratic, trial, jury, citizens, government, ancient, modern, politics, ruling, ruler, dikasteria, boule, ekklesia, Polis, metic.</p> <p>sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration</p>
<p>Thinking Deeper: Other than democracy and the Olympics, what was the impact of the Greeks on today's society?</p>		
<p>Links to other subjects:</p>		
<ul style="list-style-type: none"> Subject Specific links – Geography: map reading and continent knowledge, knowing where in world the Greek empire reached; Maths: dates and periods of time; PE: Looking at sports from the Olympics then and now; RE: Looking at Gods and Goddesses 		
<ul style="list-style-type: none"> Personal Development – through democracy, children learn of their responsibility to make independent and responsible decisions 		
<ul style="list-style-type: none"> SMSC – exploring the faith and beliefs of the Ancient Greeks regarding more than one god 		
<ul style="list-style-type: none"> Cultural Capital – engaging children with myths from other cultures 		
<ul style="list-style-type: none"> Careers – political, sporting industry, historian 		
<ul style="list-style-type: none"> British Values – democracy and our voting system in Britain 		
<ul style="list-style-type: none"> Equality – belonging to the school community and having a democratic voice through the school council; was it fair that woman were not allowed to be part of the Ancient Greek democracy? 		