

Cycle A

Summer Term

Go Greece Lightning

National Curriculum

Ancient Greece – a study of Greek life and achievements and their influence on the western world






What was life like in Ancient Greece? Where can we see the influence of Ancient Greece on our world today?

KEY LEARNING –

Children will be able to locate Ancient Greece, Crete, Athens, and Sparta on a map. They will be able to place Ancient Greece on a simple timeline that also shows when Athens was at its height in C5th-C6th BC – the Golden Age. They will know that Ancient Greece consisted of city states such as Athens and Sparta who were rivals. They will know that we know about Ancient Greece due to archaeological evidence, written and spoken evidence e.g., myths and legends, surviving buildings, and pictures on pottery. They will understand what everyday life was like by looking at pottery evidence that remains. They will know why Athens was able to be so strong and list at least three reasons why Athens was so dominant. They will explain why the Battle of Marathon was fought and give reasons for defeat of Persia. They will compare different versions of the Battle of Marathon and understand why accounts can differ. They will know how the battle affected both Athens and Persia and understand that the dominance of Athens was short-lived. They will know what life was like after the battle and that it was a time of massive growth in new ideas and ways of thinking e.g., democracy. They will know about Ancient Greek beliefs and understand that the Olympics were not just athletic events. They will understand that theatres were an important part of Ancient Greek life. They will know how the Ancient Greeks have influenced our lives today. They will focus on language, architecture, and thinkers.

LKS2 – Romans – they were influenced by the Romans (example learnt – mosaics). They had different beliefs. The concept of legacy – they had a legacy on Britain. Concept of an empire. The Romans had theatres to watch fighting. (The Greeks would watch plays). Cycle B – Ancient Egyptians – had different beliefs.

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
The Battle of Marathon and its consequences.		Know what life was like in Ancient Greece. Look at evidence on pottery. A growth in new ideas after the Battle of Marathon. Ancient Greek beliefs.		Know how the battle affected both Athens and Persia and understand that the dominance of Athens was short-lived. Influence of the Ancient Greeks on our world today.
Previous learning – LKS2 – Romans – the conflict of Boudica's rebellion.		Previous learning – LKS2 – Romans – they had different beliefs. Cycle B – Egyptians – they had different beliefs.		Previous learning – LKS2 – Romans – their influence on Britain.

Chronological Understanding

- Understand that history is divided into periods of history eg. **ancient times**, Middle Ages and modern.
- Understand more complex terms (e.g. **BC/AD**, decade, **century**)
- Place events from periods studied on timeline - place Ancient Greece on a simple timeline that also shows when Athens was at its height in C5th-C6th BC – the Golden Age
- Use dates and terms related to the unit and passing of time, eg. millennium, continuity, and **ancient**.
- Begin to develop a chronologically secure knowledge of local, British and world history across periods studied.
- Notice connections over a period of time.
- Make a simple individual timeline. – draw their own timeline to show Ancient Greek's history.

Disciplinary Skills

Change and continuity

- Identify reasons for change and reasons for continuities - know what life was like after the Battle of Marathon and that it was a time of massive growth in new ideas and ways of thinking e.g., democracy.

Similarity and difference

- Identify similarities and differences between periods of history.
- Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Cause and consequence

- Identify the consequences of events and the actions of people – *The Battle of Marathon*.
- Identify reasons for historical events, situations, and changes. – *The Battle of Marathon*.

Historical significance

- Recall some important people and events. – *The Battle of Marathon*.

Historical interpretation

- Identify the differences between different sources and giving reasons for the ways in which the past is represented. – Compare different versions of the Battle of Marathon and give at least 2 reasons why textbook accounts might differ.
- Explore different representations from the period e.g., archaeological evidence, museum evidence, cartoons and books.
- Begin to evaluate the usefulness of different sources. Understanding that sources can contradict each other. – Compare different versions of the Battle of Marathon and give at least 2 reasons why textbook accounts might differ.
- Look at a range of historical sources.

Historical enquiry

- Understand how historical enquiry questions are structured.
- Create historically-valid questions across a range of time periods, cultures and groups of people.
- Ask questions about the main features of everyday life in periods studied, e.g. how did people live.
- Use a range of sources to find out about a period.
- Observe the small details when using artefacts and pictures.
- Use evidence to build up a picture of a past event.
- Begin to recognise primary and secondary sources.
- How can we know so much about the Ancient Greeks? What can we work out about everyday life in Ancient Athens from pottery evidence that remains today? In what ways have the Ancient Greeks influenced our lives today?

Organisation and communication

- Communicate knowledge and understanding through discussion, debates, drama, art and writing.
- Construct answers using evidence to substantiate findings.
- Create a structured response or narrative to answer a historical enquiry.
- Describe past events orally or in writing, recognising similarities and differences with today.

Vocabulary

Greeks, Greece, ancient, Greek Empire, vase, pottery, Olympics, soldier, slave, nobleman, tunic, Parthenon, column, Aristotle, Socrates, mathematician, chiton, philosophy, Athens, Sparta, Persia, Athenians, Spartans, democracy, Zeus, temple, language, theatre, Acropolis, city state, civilisation, hoplites, myths.