



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Summer 2
Class:	Year 4/5
Subject:	History
Key Unit Question:	What were the greatest achievements of Ancient Greeks?
Memorable Experience:	Hancock Museum: Ancient Greece It's all Greek to me! – Durham University Workshop

Vocabulary that will be taught:

Civilization – an advanced state of social and cultural organisation

Trade – the act of exchanging or buying and selling goods

Oligarchy – a small group of people who rule

City-State – a self-governing state made up of a city and its surrounding territory

Invasion – the act of invading by an enemy

Empire – a group of nations or people under one ruler or government

Inference – a conclusion or opinion which is reached because of facts or evidence

National Curriculum Objectives:

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

Rationale:

This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The first lessons focus on the Minoans and how they began to trade in early Greece. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under the rule of King Philip II and then Alexander the Great. Children will conclude their learning with a final response to the main historical enquiry, 'What were the greatest achievements of Ancient Greece?'

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world

Prior Knowledge:

Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

Year 3 – The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know when and where the Ancient Greeks lived
- I know about important aspect of daily life in Ancient Greece
- I know what life was like for children in Ancient Greece

Disciplinary knowledge:

- I can make a timeline of key events
- I can use historical sources to find out information about the past
- I can begin to evaluation sources and evidence



Key lesson questions		Activities/Key points
Lesson 1	What can excavations tell us about early Greece? - I can place events in chronological order on a timeline - I can consider how artefacts are found by archaeologists - I can explain what excavations can tell me about early Greece.	- Children to complete the mind map on their pre-assessment worksheet. Encourage them to write keywords/facts/sentences or draw pictures. Take feedback from the class to make a class mind map. - Introduce the timeline. Why are they used? Explain that they show chronology. Children are to order the dates from the earliest to the latest. How can we learn about early Greece? – Can the children remember what archaeologists do? Soil layers activity – Children are to order the artefacts from newest to oldest. Where is Greece, and what is it like today? How can we learn about early Greece? – Share the image of palaeolithic hunters. Children are to discuss the questions. Greek Palaeolithic artefacts – Share images of artefacts. Children must decide which artefacts could have been excavated from the Palaeolithic era. Encourage the children to share their reasoning.
Lesson 2	What was life like in Early Greece? - I can explain what early life in Greece was like - I can explain how we know about life in early Greece - I can make inferences about life in early Greece based on evidence	- How did early Greece begin, and what was it like there? – Go through key questions and the historical skills used to answer those questions. - Who were the Minoans? – Introduce Minoans – they were an advanced civilisation. Children should find where the Minoan civilisation plots on the timeline. Compare this with what was happening in Britain at the time (Bronze Age). - Consider: - How do we know about the Minoans? - What artefacts have been uncovered from the Minoans? – Show children the images of remains and frescoes. - What can we infer about the Minoans from these artefacts?
Lesson 3	How did the Minoans trade in early Greece? - I can explain how and who the Minoans traded with - I can explain why was trade important to the Minoans - I can share theories for why civilisation ceased to exist	- Introduce trading as an important part of building and sustaining Minoan civilisation. Read what the archaeologist has to say and model the artefacts. Children are then to discuss the questions Which countries did the Minoans export to? – Discuss which countries goods were exported to, using the map to help. What happened to the Minoans? – Discuss the end of the Minoans and what happened with their learning partners, in groups or as a class. Children should make a sensible prediction using the image and multiple choices and explain their reasoning. - Challenge: Professor Know-it-all activity – Children are to correct Professor Know-it-all on their activity worksheets.
Lesson 4	What was life like in Athens and Sparta? - I know what city-states were - I can compare the city-states of Athens and Sparta - I can make a balanced argument based on historical knowledge	- Explain that Ancient Greece was not governed as a whole country but instead was divided up into ‘city-states’. Each city-state had its own laws and armies. Although they spoke the same language, their culture and lifestyles were sometimes very different. The city-states did not always get on well and there was lots of fighting between them. - Two of the most powerful city-states were Athens and Sparta. Ask pupils to find and label the two cities on their map. You may wish to ask pupils to predict some of the differences based on the locations. Explain that in today’s lesson we will be comparing these two cities. - Challenge pupils to think about which of these two city-states they would prefer to live in if they were alive in Ancient Greece at the age they are now.



Lesson 5	How did the city-states overcome the Persian invasion? - I can explain what the Persian empire was - I can explain why it was a threat to the Greeks - I can consider the consequences of the battles	- Introduce Achaemenid Empire and the rulers. Highlight their successes. Go through the new word alerts, check the children's understanding and answer any questions they may have. Introduce Cyrus the Great, Cambyses II, and Darius I. Choose children to be these rulers and let them read what they have to say about their time in power. - What happened at the Battle of Marathon? – Discuss the Battle of Marathon. - What happened at the Battle of Thermopylae? – Introduce the Battle of Thermopylae and discuss the defeat of Sparta but how it was nevertheless a success for the Greeks. - Introduce independent activity focused on the causes and consequences of key events—model before starting independently. Children complete differentiated activities. - Challenge: Professor Know-it-all activity – Children are to correct Professor Know-it-all on their activity worksheets.
Lesson 6	What was life like in the city-states after the Persians retreated? - I can explain the significance of the Battle of Thermopylae - I can explain why alliances were formed - I can consider the impact of the Peloponnesian War	- What happened after the Battle of Thermopylae? – Discuss what happened after the Battle of Thermopylae and its significance. - Why was the Battle of Thermopylae significant? – Children are to decide why the Battle of Thermopylae was significant. - Introduce the alliances that were formed – the Delian League and Peloponnesian League. - Discuss the Peloponnesian War. Why was the Peloponnesian War significant for Athens? - Professor Know-it-all activity – Children are to prove Professor Know-it-all wrong on their activity worksheets.
Lesson 7	Who was Alexander the Great and what made him a significant leader? - I can find out why Alexander the Great was a significant figure - I can consider what type of leader Alexander the Great was - I can analyse the historical impact of Alexander the Great	- Explain that one of the most famous historical figures from the Ancient Greek empire is Alexander the Great. - Timeline of King Alexander the Great's successes – Discuss what made him a significant leader and talk through his many military gains. Start to think of key qualities that made him significant. - look at the historical sources that show images of Alexander the Great. Ask pupils to discuss what each one might tell us about how Alexander the Great is remembered through history and look for any clues about what he might be famous for. - Pupils' task is to make a map to show how Alexander the Great united and expanded the Greek Empire. Challenge: pupils to compare their completed map to a modern day map, using atlases or online world maps. Ask them to make a list of modern-day countries that fall under the area of Alexander's empire. - After Alexander's death – Discuss the end of his life and how his empire was split up. - How did the Greeks influence the world today? – Discuss what influence the Greeks have on the world today.
Lesson 8	What were the greatest achievements of Ancient Greece? - I can explore the influence of Ancient Greece on various areas of modern life - I can consider the significance of different legacies on life today - I can put achievements in order of what I believe to be the most significant	- Show children pictures of things from Ancient Greece that still influence life today. - Explain that the Ancient Greeks left a lasting legacy behind. Even now, thousands of years later, many ideas, objects and ways of life originate from Ancient Greece. The more legacies a civilisation leaves behind, the more significant we say the impact of that civilisation is. - Watch: https://www.bbc.co.uk/bitesize/clips/z9kmhv4 to find out more about some of the legacies of Ancient Greece - Ask pupils to decide how significant they think the impact of each legacy is on your life today by voting with their on a scale of 0-10 (10 being the most significant). - Put pupils into small groups of 2-4 and give out 6 post-it notes to each group. Ask pupils to write a different legacy on each of their post-it notes and then work together to rank them in order of least to most significant in terms of impact on modern life. Once they have ranked their post-it notes, they should record their idea on the ranking ladder - Take a class poll to find out which legacy pupils thought was the most significant. - End of Unit Assessment / Knowledge Harvest