

Medium Term Planner

ANCIENT GREECE Year 5/6

Rationale

This topic survived the 2014 revisions to the history National Curriculum because it is so rich on so many levels, not least in its contribution to citizenship. Not only does it provide ample opportunities to explore contemporary issues to do with democracy, rights and freedoms, it also allows pupils to explore a society very different from their own. Pupils also explore why Ancient Greece has had such a long and dramatic legacy as well as working as history detectives to piece together the fragments from the past. Because most of the accessible evidence comes in the form of pots, this planner makes full use of this resource. The main foci throughout should be: **Ideas, Beliefs, Attitudes** (esp. the role of women); **Way of life** (contrasting Athens with Sparta and grasping that ideas flourished in a society where there were so many slaves to do the hard work!); **Achievements** in a range of disciplines so that pupils are aware of the heights they scaled compared to other societies at the time; **Legacy** more than just influence on today but on other periods as well (e.g. Victorians and Tudors). This means that you are not obliged to study the earlier civilizations of Minoa and Mycenae in depth (although we do devote time to the Minoans), nor the later period featuring the rise of Alexander the Great etc., though these should feature in a chronological overview. By focusing mainly on the 6th and 5th centuries BC you can go into much greater depth and do full justice to the foci.

As many of the concepts involved are fairly abstract, we recommend that pupils study this topic **late in the Key Stage**. It will be important in this topic to link this to other periods studied at KS2 e.g. Minoan Crete links to Bronze Age/Indus Valley/Ancient Egypt.

1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? (1.5 hours)

**Medium Term Planner
ANCIENT GREECE 1/6**

Year 5/6

Key questions	Learning objectives	Recommended teaching and learning activities	Resources	Outcomes (including assessment)
<p>1 How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? (1.5 hours)</p>	<p>*Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp that these feature frequently in Greek legends. They can locate Ancient Greece, Crete, Athens and Sparta on a map.</p> <p>*Pupils can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age</p> <p>*Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals</p>	<p>Smart task: Fastest finger first Using a relief map of Greece, pupils take turns to point out as many physical features as they can. Play it three times to find a winner.</p> <p>Sequencing activity of key turning points rather than every events</p>	<p>KQ1 PART 1: Starting the enquiry into Ancient Greece PowerPoint slide 2 Detailed relief map, clearly showing highland, indented coastline and islands, preferably projected on to an IWB so pupils can annotate Slide 3 offers further consolidation offering photographic images of the features.</p> <p>Have travel brochures available to add to your stock of images</p> <p>KQ1 PowerPoint slide 4 Simple timeline showing the following key periods which will feature in the topic</p> <ol style="list-style-type: none"> 1. Trojan Wars 2. Start of Olympics 3. Golden Age of Athens 4. Battle of Marathon 5. Building of Parthenon 	<p>Annotated map showing at least 3 key features</p> <p>Annotated timelines explaining why each featured event was significant</p>

<p>Having set the topic in its geographical and temporal context, pupils are introduced to the nature of evidence through the case study of Theseus and the Minotaur which links the landscape features with the myth and the fragmentary evidence that supports it</p>	<p>*Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings</p> <p>*Pupils grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots</p>	<p>Pupils work as detectives to explore the evidence behind the legend of Theseus and the Minotaur.</p>	<p>KQ1 PART 2: Smart task Theseus and the Minotaur: Is there any evidence for the legend? contains all resources</p> <p>http://www.keystagehistory.co.uk/keystage-2/smart-task-theseus-and-the-minotaur-is-there-any-evidence-for-the-legend/</p>	
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2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? (6 hours)

**Medium Term Planner
ANCIENT GREECE 2/6**

Year 5/6

Key question	Learning objectives	Recommended teaching and learning activities	Resources	Outcomes (including assessment)
<p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? The focus here is on using pot evidence as a way into exploring aspects of Greek society. This should embrace warfare, mythology and the role of women.</p> <p>Start by looking at everyday life and then the evidence for it.</p> <p>When selecting other aspects to explore, consider pots showing: soldiers, ships, gods and goddesses, writing.</p>	<p>*Pupils learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves.</p> <p>*They can draw inferences from evidence on pots going beyond the literal.</p> <p>*They can make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots.</p>	<p>Market Place. Pupils in pairs adopt characters who are on their way to the Agora - the market place in Ancient Athens. They have to introduce themselves to each other thereby finding out as much as they can about the way of life and the economy.</p> <p>PowerPoint contains linking information</p> <p>Pupils then answer the question How Do We Know? using two core activities.</p> <p>Who wants to be a Millionaire? and Call My Bluff. Detailed descriptions of both activities can be found in the outstanding lesson.</p>	<p>KQ2 PART 1: Activity and PowerPoint contains images to set the mood in Ancient Greece Market place Smart task on website RS1 has all the character cards for market place activity</p> <p>KQ2: PART 2: Outstanding lesson; The answer lies on the pot. http://www.keystagehistory.co.uk/keystage-2/the-answer-lies-on-the-pot-where-who-wants-to-be-a-millionaire-meets-call-my-bluff/ Visit British Museum website for similar examples</p>	

	<p>*Children grasp the diversity of life style depending on position within society and know the influence of the large slave population.</p> <p>*They learn that sometimes books disagree, eg: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, eg: perhaps.</p>	<p>Teacher explanation. Use of visual aid to show society as a pyramid. Pupils create the shape physically in groups.</p> <p>Focus is then on role of women. Detailed advice is given in full lesson description of role of women. Evaluate a textbook account.</p> <p>Picture analysis: role of women; what can we tell from the pictures?</p>	<p>KQ2 PART 3: Outstanding lesson on role of women contains all resources you need for all described activities forming parts of the lesson. http://www.keystagehistory.co.uk/keystage-2/what-was-life-like-for-women-in-ancient-greece/</p>	<p>Common Assessment Task: Ancient Greek Women</p> <p>Part 1 What do these pictures tell us about the role of women in Ancient Greek society?</p> <p>Part 2 Why is it so difficult to know for sure?</p> <p>Mark scheme provided plus sample of pupils' work.</p> <p>Pupils show good use of tentative language in their written work e.g. perhaps, possibly, certainly, there is some evidence to suggest, definitely.</p>
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<p>Pupils will be able compare it with Sparta</p>	<p>Athenian strengths</p> <p>*Pupils can compare different versions of the Battle of Marathon and give 2 or 3 valid reasons why textbook accounts might differ.</p> <p>*Pupils grasp how the battle affected both Athens and Persia Pupils understand that dominance of Athens was short-lived</p>	<p>Grid completion. Pupils work in small groups on different versions of the story which they then tabulate on a master data capture grid.</p> <p>Pupils then discuss what seem to be the main differences. Explain that it is unlikely that Pheidippides ran both to Sparta and to Athens.</p> <p>Pupils then evaluate the main reasons, scoring them out of 10 in terms of plausibility.</p> <p>Smart task Matching activity looking at consequences of Battle of Marathon for Athens and those for Persia. More able identify those that are the most significant</p>	<p>KQ3 Part 111: PowerPoint contains a range of different versions of the Marathon story RS1 provides the grid for the data capture activity RS2 provides reasons why the accounts might differ for pupils to evaluate</p> <p>RS3 offers a list of jumbled consequences for pupils to put on correct place in a grid, provided as RS3 too.</p>	
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4. What was so special about life in 5th Century BC Athens that makes us study it? (2 hours)

Medium Term Planner
ANCIENT GREECE 4/6

Year 5/6

Key questions	learning objectives	Recommended teaching and learning activities	Resources	Outcomes (including assessment)
<p>Focus here on the features that made Athens unique at the time. The bulk of the work will be on democracy. To make this fun, focus on active learning approaches such as role play. It is by being involved in decision-making as a citizen that pupils get a real feel for how the system worked.</p>	<p>*Pupils understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues.</p> <p>*Pupils know that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy.</p>	<p>Role play Athenian Assembly discussing Pericles' idea to build a Parthenon. Full details of how to run the activity appear in the outstanding lesson.</p> <p>Pupils make their own ostracons, decode each other's, written in Ancient Greek, and use them to apply their democratic rights to expel a corrupt politician</p>	<p>KQ4 Part 1: Outstanding lesson: Would you want to be an idiot in Ancient Athens? http://www.keystagehistory.co.uk/keystage-2/would-you-want-to-be-an-idiot-in-ancient-athens/</p> <p>KQ4 Part 2: Outstanding Lesson: Making Greek democracy come to life – a smashing lesson http://www.keystagehistory.co.uk/keystage-2/making-greek-democracy-come-to-life-a-smashing-lesson/</p>	<p>Pupils write a persuasive account having seen one modelled for them.</p>

<p>The focus is on building of the Parthenon as pupils can draw parallels with big ticket items of government expenditure today</p>	<p>*Pupils understand that this would not have been possible without the slave culture which gave men time to think and cultivate interests</p>			
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<p>5. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? (3 hours)</p>	<p>Medium Term Planner ANCIENT GREECE 5/6</p>	<p>Year 5/6</p>
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Key questions	Learning objectives	Recommended teaching and learning activities	Resources	Outcomes (including assessment)
<p>Start by looking at the more familiar aspect of the Olympics before moving onto the theatre. In both cases start with the physical and then move onto what it reveals about Ancient Greek attitudes and beliefs.</p>	<p>*Pupils understand that the Olympics were not just athletic events</p> <p>*Pupils grasp that religion and preparation for war were also critically important</p> <p>*Pupils grasp that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life.</p> <p>*They grasp that their theatres were incredible feats of engineering</p>	<p>A range of activities is described on the website e.g. Pupils text mark the various events in the Olympics, colour coding for things to do with athletics, fighting, religion. Freeze Framing events etc.</p> <p>Pupils draw conclusions from 4 images from the time. What do they tell us?</p> <p>Truth Spectrum. Pupils are given a dozen statements about Greek theatres and have to work out if they are true, partly true or false. There is also a space on the spectrum called unsure which will help you to diagnose where pupils are less confident.</p>	<p>KQ 5 Part 1: Outstanding lesson on diary of events during the Olympic Games provides all the resources you need. http://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/teaching-history-using-the-olympic-games/ Key question 5 PowerPoint contains useful background on the ancient Olympics</p> <p>KQ5 Part 2: Ancient Greek Theatre PowerPoint contains resources for all activities on theatre. RS1 Greek Theatre Truth Spectrum</p> <p>BBC video clip http://www.bbc.co.uk/education/clips/zx67xnb</p> <p>British Museum Classroom Resource http://www.keystagehistory.co.uk/keystage-2/making-greek-democracy-come-to-life-a-smashing-lesson/</p>	

6. In what ways have the Ancient Greeks influenced our lives today? (1 hour)	Medium Term Planner ANCIENT GREECE 6/6	Year 5/6
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Key question	and learning objectives	Recommended teaching and learning activities	Resources	Outcomes (including assessment)
<p>The focus here is on both a range of ways in which the Greeks have influenced our lives today followed by a more detailed study of just 3. In this case we have chosen</p> <ul style="list-style-type: none"> a. Language b. Architecture c. Thinkers 	<p>*Pupils understand the sheer scale and variety of the Greek achievement in so many areas</p> <p>*Pupils grasp that many of the words we use today derive directly from the Greek.</p>	<p>Smart Task 6a Under the cloth Pupils have lots of cut up photocopy images of the ways Ancient Greece has influence on our world today, all placed under a cloth. Pupils have to work in pairs to retrieve one picture and then identify it, not that easy as you have put 6 red herrings in there too!</p> <p>Smart task 6bText analysis of a specially-written story. Pupils read a short modern-day extract to find 20 modern words which derive from Ancient Greece and then using a dictionary work out what the original Greek words were and their literal</p>	<p>KQ6 PowerPoint contains all the images needed for Under the Cloth activity http://www.bbc.co.uk/guides/z8q8wmn#zqxq2hv</p> <p>RS1 offers two different versions: version 1 is simpler, 2 more challenging www.bbc.co.uk/learningzone/clips/ancient-greek-writing/5261</p>	<p>Pupils design a set of stamps showing the range of Greek achievements and legacy to us today. They work out which images they are going to place on each stamp and then attach a value to each £1,2,3,4,5 showing that they have considered the relative significance and importance of each aspect of</p> <p>Create panel for museum display annotating features and providing explanatory captions. ICT This could be effectively done on tablets. their legacy.</p>

	<p>* They grasp that the buildings they see around them today have been</p>	<p>meaning: e.g. cinema to see from afar.</p> <p>Smart task 6c How Great is YOUR Great? Having discussed what makes a person GREAT pupils work in pairs on 15 possible contenders. You might like to reduce these to perhaps 10 with three working on each. Best to offer pupils a choice based on a quick mention by you as to why each was important.</p> <p>Smart Task 6d Evaluate the video How well does this BBC video explain what the Ancient Greeks have done for us?</p>	<p>KQ6 PowerPoint introduces the task and models what to look for when pupils carry out their own research.</p> <p>RS1 Hall of Fame cards gives a summary of the 15 contenders with suggestions on differentiation: Archimedes, Plato, Euclid, Sappho, Hippocrates, Aristotle, Socrates, Herodotus, Pericles, Pythagoras and also Homer, Thales, Plutarch</p> <p>What did the Greeks do for us? https://www.bbc.co.uk/education/clips/z9kmhv4</p>	
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	<p>influenced by classical Greek design and that the Greeks heavily influenced the Tudors (theatre) and the C18th and C19th</p> <p>*Pupils grasp the achievements of individual Greeks and their contribution</p>	<p>Smart Task 6e: Greeks influenced or not? Pupils have been asked to put on a display at a local museum to show how buildings have been influenced by the Ancient Greeks. They should have been just photos of ones in Ancient Greek style but there has been a mix up. Photos from 3 other exhibitions have got mixed up with them. Can the pupils work in groups to quickly sort out which are the Greek-influenced ones and then label the features and provide a caption?</p>	<p>RS1 provides a template for pupils to use when evaluating the short video Short video on mathematics can be found at: https://www.youtube.com/watch?v=y1lIdkoln0Y</p> <p>KQ6 PowerPoint contains slides of architectural features for pupils to identify as Greek-influenced or not</p>	
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Key question 7

Home study

Building on pupils' investigations in KQ2, they are asked to work in pairs to develop a diary for a chosen person from 5th or 6th century BC Athens. Pupils research the sort of detail they would be interested in. Typically pupils will want to focus on:

- a. the nature of the work they did (as a miner in the silver mines, an olive farmer, a female slave)
- b. an episode that happened during the day (going to the fountain, voting)
- c. the clothes they wore
- d. what they had to eat
- e. their homes
- f. their leisure activities.
- g. their feelings about their way of life.

Pupils build in detail as they work through the topic. Some will want to write parts of their diaries, if only their names, using the Greek Alphabet. As each key question is tackled, pupils are able to add another layer of colourful detail to their diary entry.

The onus should be on quality rather than length. Stress that the better diaries will contain accurate historical detail that could only have applied to someone living their character's life in Ancient Greece at that time.