

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: LKS2 Year B

NC/PoS: A study of Greek life and achievements and their influence on the western world

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world**
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

Prior Learning (what pupils already know and can do)

- Children know early civilizations formed when people began living together in larger organized settlements
- Children know ancient means belonging to the very distant past and no longer in existence
- Children know the four earliest civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport
- Children know the four earliest civilizations had cuneiform, number system and agriculture in common.
- Children know agriculture made it possible to feed large populations of people

End Points (what pupils MUST know and remember)

- Know the Classical Golden Age of Ancient Greece came after the four earliest civilizations
- Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs
- Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta
- Know the Ancient Greeks had many gods and built temples as places of worship
- Know democracy originated from Ancient Greece and can make comparisons to modern democracy
- Know democracy is significant as it shapes our lives today
- Know the Olympic games were first held by Ancient Greeks to avoid conflict

Key Vocabulary

ancient, civilization, trade, city states, artefacts, pottery, statue, archaeology, temples, theatre, language, democracy, power, ruler, government, governance, vote, law, council, representative, religious beliefs

Enquiry question: **Can we thank the Ancient Greeks for anything in our lives today?**

Session 1: **Who were the Ancient Greeks?**

Chronological knowledge - Review prior learning and place chronology of units already learnt including the four earliest civilizations

Recap the meaning of ancient and civilization.

Locate Ancient Greece on a wider timeline to relate to other civilizations and discuss the longevity of Ancient Greece. Focus in on the period known as the 'Classical Golden Age', - 500BC to 323BC which marked the height of Ancient Greek civilisation and power.

Map work – local Greece on a map. Discuss its key features and its location – mainland Greece and discuss its numerous islands, the physical features, climate etc. Discuss why its position was significant e.g. proximity to Europe, the Middle East, North Africa for travel, trade.

On map of Ancient Greece locate the city states (settlements) of Athens, Sparta and Thebes. Look at settlements on the island of Crete and the Minoan civilization.

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

Tell the children that these city states had their own laws, money, rulers, and were rivals.

Vocab: ancient, civilization, trade, city states

Session 2: **Did all Ancient Greeks get along?**

Provide the children with photographs and artefacts of Ancient Greek pottery and statues- including illustrations/representations of conflict between Greek settlements (Trojan Horse, Peloponnesian War, Spartan warriors, hoplites and 'triremes).

Explain that these are sources – something that has survived from the past.

Discuss what they tell us about life in Ancient Greece.

Vocab: artefacts, pottery, statue

Session 3: **Who were the ancient Greek gods?**

Provide the children with photographs of modern-day places of worship and ask why people gather there?

Provide the children with photographs and plans of Ancient Greek archaeological sites such as temples e.g. The Temple of Apollo at Delphi, the Parthenon in Athens.

To please the gods, people brought gifts of money, flowers, food and drink. They offered these gifts as sacrifices.

Tell or investigate some of the main gods in Ancient Greece including Zeus, Hades, Apollo, Poseidon, Hera. Every city in Greece had a 'patron' god or goddess. Investigate their belief in an afterlife 'The Underworld'

Compare to Ancient Egyptian beliefs.

Vocab: archaeology, temples, theatre

Session 4: **How were the Ancient Greeks governed and are there any similarities with how we are governed today?**

Discuss how we are governed today and what democracy means

Tell or investigate into who is allowed to vote today and who governs using sources provided e.g. images of Parliament, 10 Downing Street, the Prime Minister, local council offices, courts, people voting, access to a web page showing who is eligible to vote.

Tell or investigate who was allowed to vote in Ancient Athens and who ruled in Ancient Athens with a focus on Alexander the Great.

Look at the The Ekklesia, The Boule and The Dikasteria.

Draw comparisons from Ancient Greece to today discussing women's involvement

Vocab: democracy, power, ruler, government, governance, vote, law, council, representative

Session 5: **How have the Olympic Games changed since they were first held in Ancient Greece?**

Provide the children with images and film clips of London 2012. Discuss the clip and ask children questions related to the games. Who can take part in the games? What other Olympic games do we carry out today (Paralympics).

Tell or investigate the history of the Olympic games discussing its religious purposes and how it was originally used to end conflict between Greek city states. Share images of Greek pottery depicting ancient Olympic games.

Look at images of the remains of the stadium at Olympia.

Draw comparison about the games from Ancient Greece to modern day games.

Vocab: archaeology, temples, theatre, religious beliefs

Session 6: **What are the legacies of Ancient Greece?**

Tell the children Alexander the Great took Greek ideas everywhere he went.

Provide the children with a copy of the Greek alphabet with the names of the letters and how they are pronounced. Investigate which letters are the same as we use today and which are different. Discuss where the word 'alphabet' comes from.

Explore common words/ spelling rules we use that derive from the Greek language.

Explore Ancient Greek myths such as The Labours of Heracles and Thesus and the Minotaur.

Tell or investigate the ancient Greek scientists and mathematician such as Aristotle and Pythagoras.

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Discuss how Ancient Greece became a part of the Roman Empire and they continued to spread Greek ideas throughout their empire.