

## 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	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none"><li>• Children know early civilizations formed when people began peacefully living together in larger organized settlements</li><li>• Children know ancient means belonging to the very distant past and no longer in existence</li><li>• Children know the four earliest civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport</li><li>• Children know the four earliest civilizations had cuneiform, number system and agriculture in common.</li><li>• Children know agriculture made it possible to feed large populations of people</li></ul>	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none"><li>• Children know the Classical Golden Age of Ancient Greece came after the four earliest civilizations</li><li>• Children understand Greece's location helped them trade across Europe, North Africa and the Middle East</li><li>• Children know Ancient Greece was made of city states and the most famous were Athens and Sparta</li><li>• Children know temples were built as places of worship to gods</li><li>• Children know some English words are derived from the Greek language</li><li>• Children know democracy originated from Ancient Greece and can make comparisons to modern democracy</li><li>• Children know democracy is significant as it shapes our lives today</li><li>• Children understand that the Ancient Greeks enjoyed leisure time (theatres and Olympic games)</li></ul>	
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: <b><u>Can we thank the Ancient Greeks for anything in our lives today?</u></b>	
Session 1: <b><u>Who were the Ancient Greeks?</u></b> 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 key features of Greece 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 of Athens and Sparta. Tell the children that these two city states had their own laws, money, rulers, and were rivals. Look at themes of warfare and seamanship Vocab: ancient, civilization, trade, city states	
Session 2: <b><u>What do artefacts tell us about what life was like in Ancient Greece?</u></b>  Provide the children with photographs and artefacts of Ancient Greek pottery and statues- including illustrations/representations of different aspects of Ancient Greek life including	

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soldiers, ships, gods and goddesses, rulers, writing, everyday life. Explain that these are sources – something that has survived from the past. Look at themes of warfare, seamanship, religion etc

Discuss what they tell us about life in Ancient Greece

Vocab: artefacts, pottery, statue

### Session 3: **What do archaeological sites tell us about what life was like in Ancient Greece?**

Provide the children with photographs of modern day buildings including places of worship, theatres and arenas.

Discuss why people gather in these places – leisure and worship

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

Discuss what they tell us about life in Ancient Greece and compare to other civilizations.

Vocab: archaeology, temples, theatre

### Session 4: **What can we learn from our language about Ancient Greece?**

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.

Vocab: language

### Session 5: **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.

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 6: **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.

Look at images of the remains of the stadium at Olympic

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

Discuss how Ancient Greece became a part of the Roman Empire.

Vocab: archaeology, temples, theatre, religious beliefs

Future learning this content supports: