

Medium Term Plan

– KS2 Year 5 –

Ancient Greeks



Curriculum Objective	Skills	Vocabulary	
Pupils should be taught about: · Ancient Greece – a study of Greek life and achievements and their influence on the Western world.	Place key events from current period of study on a time line, in relation to one other period of time and make comparisons within or across the two periods. · Use relevant/ more complex dates. · Begin to identify primary and secondary sources. · Compare accounts of events from different sources. · Understand fact and opinion. · Offer some reasons for different versions of events. · Select relevant sections of information from sources to form conclusions linked to one of the key concepts. · Formulate historically valid questions and answer historical questions.	Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet	Tragedy Agora Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Oracle Terraced
Non-negotiable knowledge			
<ul style="list-style-type: none"> - To understand and be able to talk about Greek Mythology. - To understand about the Trojan War. - To be able to describe the origins of the Olympic Games. 			

Sequence of Learning

<u>Immersion/Spark lesson</u>	<u>Chronology</u>	<u>Achievements</u>	<u>Society</u>	<u>Beliefs/Religion</u>	<u>Teachers interest or passion</u>	<u>Assessment</u>
What do we already know? What would we like to know/find out about?	Identify the chronological context of the Ancient Greeks. Children to add the Ancient Greeks to a timeline along with other periods studied. Children to then make inferences about the Greeks from their timeline (comparing to	Recap other achievements from historical periods covered. To identify the major Greek achievements and their impact on the western world http://www.bbc.co.uk/education/clips/z9kmhv4	To identify some of the differences in Greek society. Athens and Sparta (Society) Although Sparta and Athens were both in Greece, they had very different views on life and what was important. Children identify the differences between the two cities and discuss how these things are different/similar to their lives Democracy How democracy was developed in ancient Greece.	To identify the differences/similarities in Greek beliefs and a period previously studied. Greeks had a lot of different gods that were in charge of a number of things. Explore who some of them were and their roles. Religion was	To be able to describe the origins of the Olympic Games. To investigate how the Olympic games have developed over time.	Pupils to create a fact file on what they have learnt about the Ancient Greeks. Children to assess against the non-negotiable

<p><u>Teachers interest or passion</u></p>	<p>other periods in relation to concurrence, duration and geographical location</p> <p>How does this compare to previous period studied.</p>	<p>http://schoolworkhelper.net/major-accomplishments-of-the-ancient-greeks/</p> <p>What did the Greeks achieve? Do we still use these things today? Why do we think each of these were important? Do we still use these things today? How have these achievements helped/hindered our world?</p>	<p><u>Housing/Architecture</u></p> <p>To identify similarities and differences between aspects of Greek like and a period previously studied. Children to investigate Greek housing – look at the number of rooms, separate rooms for different reasons, materials, structure and number of levels. How are they similar or different to houses in other periods studied? Why do you think they are similar or different.</p> <p><u>Food</u></p> <p>Children to explore traditional Greek food and cooking.</p>	<p>important to the Greeks but their gods were often involved in fantastical myths and were used to tell stories and to learn lessons from.</p>		<p>knowledge and vocabulary.</p>
<p>SEND</p>						
		<p>Word mats, writing frames for Hippocrates report.</p>	<p>Sentence starters for role play.</p>	<p>Member of staff to read when necessary.</p>		