

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Ancient Greece	6	Summer 1	12+ hours
End of Key Stage Objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of World History, establishing clear narratives within and across the periods of study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources. • Recognise Ancient Greece's achievements and their influence on the western world. • Understand how our knowledge of the past is constructed from a range of sources. • Address and devise historically valid questions about change, cause, similarity, difference and significance. 			
End of unit objectives.	<ul style="list-style-type: none"> • I can explain what 'BC' and 'AD' means. • I can use chronological understanding to order events on a timeline. • I can explain key terminology such as Empire, Civilisation, Trade • I can use primary, secondary sources and question their reliability. • I can identify and explain who 'Alexander the Great' was and his empires impact on society. 			

- I can explain similarities and differences between Athens and Sparta.
- I can compare the Olympic games from then until now.
- I can understand the different Gods and Goddesses that are worshipped by Ancient Greeks.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible computing opportunities)	Resources
Lesson 1	1 hour	<p>Who were the Ancient Greeks?</p> <p>Key Vocabulary: Ancient, Modern, BC, AD, Civilisation, States, Trade</p>	<p>Show where Greece is and where it is in relation to the United Kingdom. What do the children already know about modern Greece? Ask pairs to discuss this and then take feedback. Discuss about modern Greece.</p> <p>Ask children what they already know about ancient Greece. Using the Lesson Presentation, discuss the meaning of the terms 'BC' and 'AD'. Then, explain how the ancient Greek civilisation was made up of city states rather than being a country. Explain what is meant by a 'civilisation' and ask children to think about other civilisations they have learnt about. Share information about ancient Greek city states, including how and what they traded. Can children understand the terms 'civilisation' and 'trade'?</p> <p>Show a timeline showing when ancient Greece was in relation to other periods in history. Ask children what they notice about ancient Greece in comparison to other periods. Can children discuss when the ancient Greek period was in relation to other periods in world history?</p>	<p>Who were the ancient Greeks? - BBC Bitesize</p> <p>Lesson presentation</p> <p>Timeline sheet</p> <p>Event facts sheet.</p>

			<p>Explain that children will be ordering ancient Greek events chronologically. When the children have completed the activity, take feedback on how they have ordered the events and share the answers. All children sort some key events. Children can find out more about the events as they read the sheet. Children can write facts about the events to record. This can be done in their workbooks.</p>	
Lesson 2	1 hour	<p>What was Alexander the Great's Empire? Key Vocabulary: Empire, Civilisation, Culture, Ancient, Conquer, Effect</p>	<p>Pairs match up key words from the previous lesson to their definition. Show children the timeline of some key events from the ancient Greek period. Children work with a partner to work out the missing labels. Take feedback on their ideas and share the answers.</p> <p>Explain how Alexander the Great's Empire grew near the end of the ancient Greek period. Then, look at where he conquered using the map. Then, explain what is meant by an 'empire'. Discuss with children what the difference between a civilisation and an empire. Ask the children to complete the Alexander the Great's Empire Activity Sheet. They read the storyboard of information and then fill in the activity sheet explaining how different people were affected by the empire. Do children understand how Alexander the Great's Empire grew and how it affected different people? Children read a storyboard about Alexander the Great's Empire. They use a word bank to help them to write about the effects on given people or groups of people. Then choose five of their own examples to complete.</p> <p>Explain how the classical period ended after Alexander the Great's death. Explain how Greek culture spread and combined with other cultures. If children have studied ancient Rome, they can discuss any parts of ancient Roman culture they think were influenced by Ancient Greece.</p>	<p>How did the ancient Greeks change the world? - BBC Bitesize BBC - History - Alexander the Great BBC iPlayer - Horrible Histories - Series 7: 14. Awesome Ancient Civilisations Special - Could be snipped learning about Alexander the Great Storyboard</p>

				Lesson Presentation
Lesson 3	1 hour	<p>What was daily life like in Ancient Greece?</p> <p>Key Vocabulary: States, Enslave, Evidence, Ethics, Beliefs, Trade, Empire, Civilisation</p>	<p>Remind children of three key terms explored in the previous lessons: 'trade', 'empire' and 'civilisation'. Ask pairs to write down what they can remember about these terms in relation to their learning about ancient Greece, using the prompt questions to help them. When pairs have had time to discuss this, take feedback about their ideas and share some example responses. For most of the time, ancient Greece was made up of separate city states. Read about the proportion of people in the ancient Greek population that historians estimate were enslaved and how enslavement was central to how ancient Greek society worked. Be mindful as this could be upsetting. Define the term 'enslave'. Ask children to think about how people became enslaved and select the correct four main ways from the Lesson Presentation. This could also be linked with the Romans and examples throughout history. - Being mindful of how upsetting this information is. Ask pairs to discuss together what they can see happening in the images from the Greek pottery. Take feedback after the children have had time to discuss this. Discuss as a class what life was like for different enslaved people living in ancient Greece. Discuss how the ancient Greeks never questioned the ethics of enslavement as it was how they had always known life to be. Reflect on how this is different to our beliefs today.</p> <p>Put the children into mixed-ability groups of six. Explain that each member of the group will be independently researching an aspect of life in ancient Greece and then feeding back their findings to the rest of the group. Children to use non-fiction books, the Internet and the Daily Life in Ancient Greece Fact Sheets to research their topics. Children record their findings in their workbook. They should aim to</p>	<p>What was it like to live in ancient Greece? - BBC Bitesize</p> <p>Lesson presentation IPads Daily Life in Ancient Greece Fact Sheet</p>

			record at least five pieces of information. This could be represented as a mind map. Children should research – Homes, Food, Children, Clothing, Men and Women . Ensure the children think about the sources of information being used as well. How has this information been recorded? Through pictures, recreated pictures, books, art?	
Lesson 4	1 hour	<p>What was Athens and Sparta? Key Vocabulary: City, state, Athens, Sparta, similarities, differences, democracy, citizen, Pericles, debate, rhetoric, metic.</p>	<p>Remind children that their learning in the previous session was about daily life in Athens and city states like Athens. Explain that in many ways, Sparta differed to these other city states in ancient Greece. Using the Lesson Presentation, read together about life in Sparta and how it was different to life in Athens. Can children understand that Sparta differed in many ways to the other city states in ancient Greece? Comparing Athens and Sparta: Ask the children to read the statements on the Lesson Presentation and to decide if they think each statement describes Athens or Sparta. Ask children to mark an 'A' for Athens or a 'S' for Sparta on either side of their whiteboard to indicate which city state they think is being described each time. Clicking on the statement will reveal the answer on the Lesson Presentation. Can children give one similarity and one difference between ancient Athens and ancient Sparta? Ask the children if they know what is meant by 'democracy' and then use the Lesson Presentation to explain what this term means. Discuss how democracy worked in ancient Athens. Discuss how debating was important in ancient Athens and how citizens voted. Can children understand what is meant by democracy? Ask the children to work in mixed-ability pairs and to draw a line down the centre of their page. Add the headings 'Involved in Democracy' and 'Not Involved in Democracy' to the top of each column. Ask the children to use what they know about life in ancient Athens to work out who they think 'was' and 'was not' involved in democracy. As each person appears on the Lesson Presentation, ask pairs to decide</p>	<p>The ancient Greeks at war - BBC Bitesize</p> <p>Comparing Athens and Sparta Sheet</p> <p>Talking Persuasively Word Mat</p> <p>Preparing to Debate Activity Sheet</p>

		<p>together where that person would be placed on the table. Take feedback on how pairs completed the task and share answers on the Lesson Presentation, explaining who was involved</p> <p>Using the Lesson Presentation, explain to the children that they are going to show their understanding of the similarities and differences between life in Sparta and life in Athens by taking part in a debate. Split the class into two groups, with half debating that Athens was the best place to live and the other half debating that Sparta was the best place to live. Can children make comparisons between Athens and Sparta? Mixed-ability pairs to work together to make notes on what they might say in the debate. These notes can be recorded on the Preparing to Debate Activity Sheet. Children will find it useful to refer to the Comparing Athens and Sparta Sheet to remind them of the similarities and differences. Children who would benefit from extra support may find the Talking Persuasively Word Mat helpful as they prepare what they will say as part of the debate.</p> <p>Assist the children in holding the debate. This can be organised however suits the class best but you could ask if someone is willing to open the debate by making some points as to why Athens was the best city state to live in and then choose someone who is arguing for Sparta to then speak. Thereafter, children could raise their hand to speak and respond to the speeches and ideas of others, using their notes as a prompt. When you ask the children to end the debate, ask them to think carefully about the arguments they have heard and to decide which city state they want to vote for. Give each child a pebble or cube and ask them to drop it into the pot labelled with the city state that they want to vote for. Other options include writing their votes down on pieces of paper or raising their hands to vote.</p>	
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Lesson 5	1 hour	<p>How as the Ancient Olympics discovered? Key Vocabulary: Olympic Games, primary sources, secondary sources, equestrian, pentathlon, pankration, Olympia, Zeus, legacies.</p>	<p>Using the Lesson Presentation, share some basic information about the ancient Greek Olympic Games to give the children some background.</p> <p>Using the Lesson Presentation, discuss what is meant by primary and secondary sources of evidence. Greek pottery is a primary source of evidence that has been used by historians to provide clues about life in ancient Greece. Groups look carefully at the photographs in the Ancient Greek Pottery Photo Pack (which are primary sources) and discuss the questions shown on the Lesson Presentation. These questions are also included on the Gathering Evidence from Ancient Greek Pottery Activity Sheet which children can then use to record their own notes from the group discussion. Can children gather evidence about the past by looking at ancient Greek pottery? Children record notes of their findings in the table. There is an additional challenge to ask their own question about the ancient Greek Olympic Games and to look for clues to help answer this question.</p> <p>Discuss what the children have discovered from looking at the photographs of the pottery. Then, click through to find out information about each image. Can children gather evidence about the past by looking at ancient Greek pottery?</p> <p>Ask pairs to discuss the prompt questions shown. They recap what is meant by a primary source [the pot is a primary source because it was produced at the time in history] and then they are asked to talk about the reasons why this primary source may or may not provide reliable evidence about the ancient Greek Olympics. [The pot may be a reliable source as it is likely that the person painting the pot was there at the time and had seen an ancient Greek long jumper in the Olympics for themselves, so they would know what they looked</p>	<p>Did the Olympic Games begin in Greece? - BBC Bitesize</p> <p>Gathering Evidence from Ancient Greek Pottery Activity Sheet</p> <p>Ancient Greek Pottery Photo Pack</p>
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			<p>like. It may not be a reliable source as it is possible that the person painting the pot could have used their imagination instead of painting exactly the things they saw. As this is a work of art, they may have made things in the scene look more attractive than they were. Ask children to feed back on their discussions.</p>	
Lesson 6	1 hour	<p>What was the Olympic Games like back then compared to modern day? Key Vocabulary: Olympic Games, Paralympic Games, primary sources, secondary sources, equestrian, pentathlon, pankration, similarities, differences, Olympia, Zeus, legacies.</p>	<p>Using the Lesson Presentation, discuss some basic facts about what happens at the modern Olympic Games and discuss what the Paralympics is. Ask the children if they can name some sports that athletes compete in and look at some illustrations of events. Can children discuss what happens at the modern Olympic Games?</p> <p>Recap how the modern Olympics were inspired by the ancient Greek Olympic Games and explain when and where the ancient Greek Olympics took place. Ask the children to consider what similarities and differences they can already identify. Children will be comparing the modern Olympics with the ancient Greek Olympics by completing the Making Comparisons Activity Sheet, using information read on this sheet and knowledge gathered earlier in the lesson. Discuss with the children how this information sheet is an example of a secondary source as it was not produced during ancient Greek times. Can children make comparisons between the modern Olympic Games and the Olympics in ancient Greek times?</p> <p>Discuss some of the differences between the modern Olympic Games and the ancient Greek Olympics, including how women and athletes with impairments were not permitted to compete during ancient Greek times. Using the Lesson Presentation, discuss the values and events of the Paralympic Games. Can children discuss similarities and differences? Explain how the modern Olympics is one example of a legacy from ancient Greek times. Discuss how</p>	<p>Did the Olympic Games begin in Greece? - BBC Bitesize</p> <p>Differentiated Making Comparisons Activity Sheet</p>

			some rituals, such as the use of the Olympic torch and flame, link the past and the present.	
Lesson 7	1 hour	<p>Who were the Greek Gods and Goddesses?</p> <p>Key Vocabulary: Gods, goddesses, beliefs, altar, temple, religion, priests, immortal, mortal, myths</p>	<p>Ask pairs to discuss what they understand by the term 'beliefs'. Discuss their ideas as a class and share an example of a definition on the Lesson Presentation. Ask the children to share what they can remember learning about beliefs in other periods of history and to reflect on why they think that this may or may not be a useful topic to learn about. Using the prompts shown on the Lesson Presentation, ask the children to discuss with their partner and write down questions that they would like to know the answer to about ancient Greek religion. Take feedback on some of the questions that the children came up with. Write these on the board or flipchart to revisit at the end of the lesson. What did the ancient Greeks believe. Then, ask children to write down three facts on their whiteboard about ancient Greek beliefs and/or worship.</p> <p>Explain that children are going to be learning about some of the different gods and goddesses and then taking part in a quiz about them. As a taster, together read the information about Zeus and see if children can answer a couple of questions about what they have just read. Children then read the Greek Gods and Goddesses Quiz Information Sheet with their partner and prepare to take part in the quiz to see what they have learnt. Present the children with statements about the gods and goddesses on the Lesson Presentation and ask them to decide which of the four gods/goddesses is being described in each statement. Children can write answers on their whiteboards or each of the Greek Gods and Goddesses Posters can be placed in a corner of the room and children can be asked to move safely around the classroom to stand next to the correct poster. The correct answer is revealed in the Lesson Presentation.</p>	<p>Who were the ancient Greek gods and heroes? - BBC Bitesize</p> <p>Greek Gods and Goddesses Quiz Information Sheet</p> <p>Greek Gods and Goddesses Posters Differentiated</p> <p>Greek Gods and Goddesses Fact Files Activity Sheet</p>

			<p>Ask the children to use what they have already read about the gods and goddesses and to gather more information from the Greek Gods and Goddesses Fact Files Activity Sheet to produce their own fact files. (We have provided an alternative set of sheets without the images of the gods/ goddesses if you would like the children to draw their own images.)</p> <p>Children read information about some Greek gods and goddesses. Then, use this to complete written fact files about three chosen gods/goddesses, with prompts given to support their writing. Discuss how Greek myths, and the messages taken from these, were an important part of the beliefs of ancient Greeks and share how they influenced their lives.</p>	
Lesson 8	1 hour	<p>What was The Trojan War? Key Vocabulary: Myth, Troy, Spartan, the Trojan War, the Trojan horse, Homer, Helen, Priam, Paris, Memnon, Hector, Penthesilea, Menelaus, Agamemnon,</p>	<p>Remind the children about their learning in the last session about ancient Greek beliefs and the gods and goddesses that the people believed in. Using the Lesson Presentation, play a game of matching pairs to match up each description of a god or goddess with their image. Using the Lesson Presentation, share the key information about the Trojan War. Explain when and where it was thought to have happened, how we know about it and who were some of the main characters in the famous myth.</p> <p>Read a version of the story of the Trojan War using the Lesson Presentation. Ask children to discuss why they think this has been such a popular story for thousands of years. Ask the children to show their understanding of this version of the myth by completing the Ordering the Story of the Trojan War Activity Sheet. Each child can complete their own activity sheet but discuss the order with a partner. Can children show their understanding of the events and</p>	<p>Ordering the Story of the Trojan War Activity Sheet</p> <p>Sources of Evidence Sheet</p> <p>Differentiated Exploring Sources of Evidence Activity Sheet</p>

		Odysseus, Achilles, Aphrodite, immortal, evidence, primary source, secondary source.	<p>characters in this myth by sequencing one version of the Trojan War story? Using the Lesson Presentation, discuss how we know about what the ancient Greeks believed about the Trojan War. Ask children to look carefully at the Sources of Evidence Sheet with their partner and complete the differentiated Exploring Sources of Evidence Activity Sheet. (Children each complete their own activity sheet but discussion in pairs as they work on this activity would support their learning.) When children have completed the activity, discuss as a class whether these sources would be considered primary or secondary sources.</p> <p>Children examine all four sources and answer questions about what type of source each example is, what clues it might provide for us and reflect upon how useful these sources are. Discuss with the children some of the evidence historians have which can give clues as to whether there is any truth in the story of the Trojan War.</p>	
Lesson 9	1 hour			
Lesson 10	1 hour			
Lesson 11	1 hour			