

<u>Year Group: 5</u>	<u>Topic: History – How have the Ancient Greeks influenced the western world?</u>	<u>Term: Autumn 2</u>	<u>Main Focus: Ancient Greek achievements – links to today from the past.</u>
<u>Rationale For Topic</u> Within this topic, we learn about the Ancient Greeks and how their influence has an impact on our lives today. We will learn about Democracy and how this links to British Values and allows us to have rights and freedom and to be treated fairly. Pupils will also learn about Greek religion and myths, which links to our Space topic and the constellations covered in Autumn in Science. Children will look at key historical events and develop their understanding further of chronology, looking at where different eras fit on a timeline.			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	LO: To locate Ancient Greece in time and place.	- I can use a map to retrieve information - I can create a timeline using key events from the time period. - I can present information clearly and accurately.	Children will start the topic by finding out when the Ancient Greek time period was and placing this on a timeline alongside other different time periods that they have covered previously. This will allow them to have a clear understanding of where Ancient Greeks ‘fits’ in relation to us and others.
2	LO: To compare Athens and Sparta	- I can describe the two city states. - I can explain similarities and difference between the two places. - I can explain which state I prefer, giving reasons.	Children build on from the previous lesson and look at the way that Ancient Greeks differed depending on which state they were from. Differences in political and social conventions will be discussed to show clearly that not all Ancient Greeks held the same values and beliefs.
3	LO: To understand the origins of democracy.	- I can explain what democracy is. - I can explain the meaning	Children will build upon their knowledge and experience of democracy in school (electing school councillors/voting for their favourite film/class book) and look at how this

		- of the word 'democracy' - I can describe how democracy is used in today's society (school and wider life)	allows us to have fairness and equality in our country with our election and government system. Links to PSHE and British Values work covered.
4	LO: To understand beliefs and values through myths.	- I can name some Greek Gods. - I can retell some Greek myths - I can describe some Greek beliefs.	Science Space Link – Constellation Stories. Children will learn more about Greek values and beliefs through myths (English Link) as this makes it interesting and accessible for all ability groups. Learning about Greek Gods/Goddesses will allow children to understand what was valued by Ancient Greek culture.
5	LO: To compare Greek daily life with modern life	- I can explain what Greek homes were like. - I can describe what clothing was commonly worn at this time. - I can compare my life to that of an Ancient Greek child.	Building on from the previous lesson, children will have the chance to explore the everyday life of the Ancient Greeks and have the opportunity to make comparisons between that and their own life now. Using artefacts from the time period will give pupils the chance to look at how tools/equipment and technology have changed as society and the needs of society has changed.
6	LO: To identify contributions made by the Ancient Greeks.	- I understand how Ancient achievements are relevant today. - I can explain how the Olympic Games began. - I know that architecture and philosophy and theatre were and are important.	The final lesson in this topic will bring together all of the ways that Ancient Greeks and their culture and lifestyle still influence our lives today, making children aware of how the future links to the past.

National Curriculum Links

- Ancient Greece- a study of Greek life and achievements and their influence on the western world
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Describe the main changes in a period in history.
- Use dates to order and place significant events, people, objects, themes, societies on a timeline.
- Choose reliable sources of information to find out about the past.
- Give some reasons (with evidence) for some important historical Events. (Cause and consequence)
- Describe similarities and differences between some people, events and artefacts studied
- Describe how historical events studied affect/influence life today. (Continuity and change)
- Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Give reasons why there may be different accounts of history.
- Understand that the type of information available depends on the period of time studied.
- Evaluate the usefulness of a variety of sources.
- Make comparisons between aspects of periods of history and the present day.
- Compare sources of information available for the study of different times in the past
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.
- Provide an account of a historical event based on more than one source.

- Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling,