



# Medium Term Unit Planning

<b>Topic Name:</b> The Ancient Greeks	
<b>Learning outcome:</b> The children will study the ancient Greek period making direct comparisons with modern day Greece and using sources to inform their understanding. They will be able to identify the main beliefs and experiences of those living in ancient Greek society to identify the legacy this has left. The children will finish off their topic by demonstrating all that they have learnt competing in 'Greeks Gods got Talent'!	
<b>Hook:</b> Ancient Greek pottery – children to look at experience a variety of vases from different Ancient Greek periods to make deductions about the period. The story of Theseus and the Minotaur (myths).	<b>Topic Showcase (e.g. display, museum, performance, presentation):</b> 'Greek Gods got Talent' – Children to create a piece of work to show what they have learnt over the topic. This work will be presented to judges when the children compete as 'Gods' to show that they know the most about the Ancient Greeks.
<b>Oracy:</b> Children to be able to articulate the beliefs associated with the ancient Greek time period and discuss similarities and differences in comparison with today. Lesson 2 – hot seating in role as Alexander the Great. Lesson 5 – where they catwalk their chitons and explain their choices using their knowledge of ancient Greek beliefs and daily life. Lesson 7 – where they create an ancient Greek Olympic winners' statue and stand and deliver to explain the ancient Greek 'event' they chose.	<b>Key Vocabulary:</b> Evidence, timeline, dates, chronology, society, sources, Gods, trade, import, export, Sparta, Athens, soldier, slaves, pottery, Greeks, Hellenistic period, Archaic period, Classical period, Dark ages, fashion, chiton, Alexander the Great, Olympics, legacy, Empire, government, religion, change, continuity, beliefs, democracy.



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Lesson 9 – audition for 'Greek Gods got Talent'.

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**

- Greek Myths – Geraldine McCaughrean. Specific focus on the myth of Theseus and the Minotaur in literacy.
- The Hairy Bikers' Moussaka BBC – WCR
- Role of Women in Ancient Greece by Greek Boston - WCR

**Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):**

*Legacy and democracy – links to things that have remained today e.g., Olympics.*

**Experiences/Visits/Visitors:**

Visitor – dressing up and looking at Ancient Greek sources.

**Main subjects covered:**

History

**History threshold concepts:**

**Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

**Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

**Understand chronology**



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This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

## Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

### Notes:

This scheme of work will be structured all around the Ancient Greeks and the children's literacy text 'Theseus and the Minotaur'. The children will learn about the legacy the Ancient Greeks left, comparing and contrasting views and beliefs with modern Greece.

<b>Lesson title and learning Intention</b>	<b>Threshold concepts (success criteria)</b>	<b>Milestones (success criteria)</b>	<b>Lesson structure/differentiation</b>
<p>1. To know the four main Greek periods shown by the key design details on the pottery they made (2 lessons).</p>	<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use sources of evidence to deduce information about the past.</p>	<p>Introduce the children to who the ancient Greeks were and the 4 main periods using ancient Greek pottery. Children to identify similarities and differences between the vases in order to identify the characteristics of each period.</p>



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	comes from an interpretation of the available evidence.	Use dates and terms accurately in describing events.	
2. To know about the life of Alexander the Great and assess different versions of his story (2 lessons).	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past. Select suitable sources of evidence, giving reasons for choices.</p>	<p>Introduce Alexander the Great and what he was responsible for. Children to use sources to draw conclusions about his influence – analyse and debate sources that give opposing views. Children will hot seat one another acting in role as Alexander the Great. They will record his thoughts and feelings in their topic books.</p>
3. To identify and compare Ancient and Modern towns and cities in Greece.	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Explore maps of modern day and ancient Greece so the children can identify similarities and differences. Children will use tracing paper to create a map of</p>



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	<p>life is different for different sections of society. This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul>	<p>ancient Greece highlighting comparisons between that and today.</p>
<p>4. To compare trade in Ancient and Modern Greece.</p>	<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious,</p>	<p>Use maps to explore trade routes in ancient and modern Greece. Children will use videos and objects</p>



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	<p>some aspects of history studied were happening at similar times in different places.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>political, technological and cultural).</p> <p>Use original ways to present information and ideas.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul>	<p>that were/are traded to highlight key similarities and differences between the two. Children will display what they have learnt in their topic books in a way of their choosing (e.g., a scroll, a rap).</p>
<p>5. To design and make a chiton in the style of</p>	<p><b>Build an overview of world history</b></p>	<p>Describe the characteristic features of the past, including ideas,</p>	<p>Children to make inferences about ancient Greek clothing based on</p>



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<p>Ancient Greece (3 lessons).</p>	<p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>beliefs, attitudes and experiences of men, women and children.</p>	<p>their knowledge of the climate, location, Greek jobs and it's features. Introduce the children to Greek fashion with a focus on the 'chiton'. Children will design a chiton for an ancient Greek doll ready to catwalk and justify their design choices.</p>
<p>6. To describe the characteristic features of children's education in Ancient Greece (2 lessons).</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>Introduce children to education in Sparta and Athens in order to compare and contrast the two – use of role play to do this (setting the classroom up). Children will experience what their education was like through activities such as weaving.</p>



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	techniques to convey information about the past.	Use original ways to present information and ideas.	
7. To use propaganda to deduce information about the legacy of the Ancient Greek Olympics (2 lessons).	<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>	<p>Children to use sources (pottery, writings, propaganda) to deduce information about the ancient Greek Olympics. Children will participate in our own Olympic games. They will create an Ancient Greek Olympic timeline and a 'winners' statue to go with it as a talking object.</p>
8. To understand the role Gods played	<b>Build an overview of world history</b>	Describe the social, ethnic, cultural or	Introduce children to the Greek Gods and consider





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<p>in the lives and beliefs of the Ancient Greeks.</p>	<p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use sources of evidence to deduce information about the past.</p>	<p>the role they played and what they show about ancient Greek beliefs (e.g., religion). As a class, children will create a book on ancient Greek gods – in groups they will choose a God to research to create an A3 fact file on.</p>
<p>9. 'Greek Gods got Talent' (3 lessons).</p>	<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> </ul>	<p>Children will prepare to audition for 'Greek Gods got Talent' to be the 'King of the Gods'. Children will create a final piece of work, in groups, to show what they have learnt about the ancient Greeks ready to be presented to</p>



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	<p>the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"><li>• change</li><li>• century</li><li>• decade</li><li>• legacy.</li></ul> <p>Use dates and terms accurately in describing events.</p>	<p>the judges. This piece of work is up to the children (e.g., song, interpretive dance etc).</p>
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