






















Brough Primary School – Curriculum Intention Plan 2024 - 2025



<p>Subject: History</p> <p>Year Group: Year 5/6</p>	<p>Area of learning: Ancient Greece <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i> Enquiry Question: <i>Can we thank the Ancient Greeks for anything in our lives today?</i></p>														
<p>Links to previous work/Remember when</p>	<p><u>Year 5/6 Autumn Term 2024</u></p> <ul style="list-style-type: none"> Ancient Egypt- <i>The achievements of one of the earliest civilizations.</i> 														
<p>Term</p>	<p>Key Skills to be taught</p>														
<p>Spring 2025</p> <p>What the children should know at the end of this series of lessons</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> Ancient Greece – <i>a study of Greek life and achievements and their influence on the western world.</i> <p><u>Historical Skills</u></p> <table border="1" data-bbox="469 994 1366 1151"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Chronology</p> <ul style="list-style-type: none"> Sequence up to ten events over a larger timescale. <p>Sources of Evidence</p> <ul style="list-style-type: none"> Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims. Bring knowledge gathering from several sources together in a fluent account. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions about the past. Bring knowledge gathered from several sources together in a fluent account to support a historical argument. <p>Analyse and Evaluate the Past</p> <ul style="list-style-type: none"> Explore a significant historical event and question the impact the event had on Britain / the wider world. <p>Historical Significance</p> <ul style="list-style-type: none"> Understand and suggest why events, periods, societies and people may be considered historically significant. 	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance									
															

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Vocabulary

Ancient Greece, civilisation, society, empire, BC, city-state, Athens, Sparta, God, Goddess, Mount Olympus, Olympia, religious event, sporting event, entertainment, ceremony, pentathlon, wreath, tunic, archaeologist, democracy, significance, legacy.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p>Learning Objective: To find out when and where the Ancient Greeks lived.</p> <p>To sequence up to ten events over a larger timescale.</p> <p>Key Knowledge: Ancient Greece was an impressive civilisation that continues to influence life today (civilisation- a human society with well-developed rules and a government).</p> <p>The Greek Empire became powerful because its people were great warriors and great thinkers. They lived from 3000 BC to 140 BC, when they were finally conquered by the Romans.</p> <p>Enquiry Type: Chronology</p>	<p>Recap (Ancient Egypt)- Name three things that the Ancient Egyptians did for us.</p> <p>Timeline of Events- Who were the Ancient Greeks?</p> <ul style="list-style-type: none"> • When and where did the Ancient Greeks live? • Where is Greece? (Geography link) • What were some key events from this time period? • Where is Ancient Greece in comparison to other time periods we have already studied? (Ancient Egypt) <p><i>Children complete a short pre-assessment to attain what they already know about Ancient Greek life (famous people, places etc.)</i> <i>Locate Greece on a world map and begin to understand how the Ancient Greece civilisation looked (more on this in session 2).</i> <i>Locate Ancient Greece on a timeline (compared to Ancient Egypt).</i> <i>Complete a form of timeline to show key dates / events during this period (Ancient Greece).</i></p>
2	<p>Learning Objective: To ask and answer questions about the city-states Athens and Sparta.</p> <p>To bring knowledge gathered from several sources together in a fluent account to support a historical argument.</p>	<p>Recap- Where is Greece?</p> <p>What was a city-state?</p> <ul style="list-style-type: none"> • What is the capital city of Greece? • What were the names of some famous city-states in Ancient Greece? • How was Athens different from Sparta? <p><i>Children study a map of the different city-states.</i> <i>Children could choose Athens or Sparta to research in more detail. Children could pose an</i></p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



	<p>Key Knowledge: Each city-state had its own laws and armies. Although they spoke the same language, their lifestyles were sometimes very different.</p> <p>Two of the very most powerful city-states were Athens and Sparta (both powerful but very different).</p> <p>Enquiry Type: Historical Enquiry</p>	<p><i>argument for which city-state they would prefer to live in and why.</i> <i>Could hold a class debate to argue pros/cons for each city-state.</i></p>
3	<p>Learning Objective: To identify key Ancient Greek Gods and Goddesses from historical sources.</p> <p>Key Knowledge: Ancient Greeks believed that the gods and goddesses controlled everything.</p> <p>Each God or Goddess is usually recognisable because they carry their own symbol or special object.</p> <p>Ancient Greeks believed that there were twelve most powerful gods who lived at the top of Mount Olympus (the 'Olympian' gods).</p> <p>Enquiry Type: Historical Enquiry Sources of Evidence</p>	<p>Recap- Which city-state would you prefer to live in and why?</p> <p>Ancient Greek Gods</p> <ul style="list-style-type: none"> • What were the names of some of the most famous Greek Gods and Goddesses? • What did the Ancient Greeks build for their Gods and Goddesses? • How were the Gods and Goddesses worshipped? • How do we know about the Ancient Greek Gods and Goddesses today? <p><i>Children consider how the Ancient Greeks worshipped a variety of Gods and Goddesses. Children use sources of evidence to identify key Gods and Goddesses. Children record what they have found out about some of the Greek Gods and Goddesses (either individually or as part of a small group). Children could present what they have found out.</i></p>
4	<p>Learning Objective: To understand and suggest why events</p>	<p>Recap- How do we know about the Ancient Greek Gods and Goddesses today?</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



<p>(Ancient Olympics) may be considered historically significant.</p> <p>To explore the balance of religious, social and sporting activities at the Ancient Olympics.</p> <p>Key Knowledge: The modern Olympic Games are based on events that took place thousands of years ago in a part of Ancient Greece called Olympia.</p> <p>The first official Olympic Games happened in 776 BC and then continued to take place once every four years.</p> <p>The Olympic Games were also a very important religious festival. Olympia was associated with Zeus, the king of the gods, and the Olympic Games were held in his honour.</p> <p>Enquiry Type: Historical Significance</p>	<p>Ancient Greek Olympic Games</p> <ul style="list-style-type: none"> • What do you already know about the Olympic games? When did they begin? • How often do the Olympic games take place? • What typically happened at the Ancient Olympics? • Who were the Olympic games held in honour of? <p><i>Children consider events from the Ancient Olympics- religious, sporting and social entertainment.</i></p> <p><i>Children consider how the Ancient Olympics were organised (five day programme).</i></p> <p><i>Children could research an Ancient Olympic event in greater depth.</i></p> <p><i>The class could devise and hold their own Ancient Olympic games, including a winners ceremony!</i></p>
---	---

Brough Primary School – Curriculum Intention Plan 2024 - 2025



<p>5</p>	<p>Learning Objective: To explore different areas of daily life for Ancient Greek children.</p> <p>To consider how we can know about what daily life was like so far in the past.</p> <p>Key Knowledge: Ancient Greek foods were generally very healthy (usually men and women ate separately).</p> <p>People wore two pieces of clothing- a tunic and a cloak (light and loose clothing for a hot climate).</p> <p>Rich boys could go to school (poorer boys went to work as craftsmen, farmers or fishermen). Girls stayed at home and were educated in household matters (in Sparta, both boys and girls could go to school).</p> <p>Children often entertained themselves by playing games. Archaeologists have found plenty of Ancient Greek toys, including hobby horses, toy chariots and spinning tops.</p> <p>Enquiry Type: Analyse & Evaluate the Past / Historical Sources</p>	<p>Recap- Why are the Ancient Greek games considered significant today?</p> <p>Daily Life for Ancient Greek children</p> <ul style="list-style-type: none"> • How different would your life have been if you had lived in Ancient Greece? • What might you have eaten, worn or learnt about (education) in Ancient Greece? • How would you have been entertained in Ancient Greece? <p><i>Children look at areas of daily life for an Ancient Greek child- examples could include food, clothing, education, entertainment or toys. Independent or group research could be carried out for one or multiple areas.</i></p> <p><i>Children consider the small bank of surviving historical sources that we have today.</i></p> <p><i>Children consider- How different would your life have been if you had lived in Ancient Greece?</i></p>
----------	--	--

Brough Primary School – Curriculum Intention Plan 2024 - 2025



6	<p>Learning Objective: To demonstrate what has been learnt about Ancient Greece.</p>	<p>ASSESSMENT LESSON <i>Can we thank the Ancient Greeks for anything in our lives today?</i></p> <ul style="list-style-type: none"> ● What did the Ancient Greeks do for us? ● What were the greatest achievements of this civilisation? ● What did the Greeks invent/develop and use that have influenced what we do today? <p>Children may consider a written explanation, presentation, poster, leaflet etc. to answer the enquiry question for this unit of work.</p>
---	---	--

<p>Learning Outcome/product <i>Can we thank the Ancient Greeks for anything in our lives today?</i></p> <p>Children will be able to independently gather ideas from across the unit of work to consider how the Ancient Greeks have influenced our lives today- i.e. democracy, the Olympic games, alphabet & language, science & medicine, theatre, maths.</p>

Assessment records	List only those children who have not achieved the expected outcomes.