

## History Medium Term Planning

<b>Term:</b> Spring 2	<b>Year:</b> 6	<b>Topic/Unit:</b> How did Ancient Greece influence the Western World
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<b>Pupils should be taught about Ancient Greece</b>				
<b>Week</b>	<b>National Curriculum</b>	<b>Activity Outline</b>	<b>Skills and Knowledge Taught</b>	<b>Key Vocabulary</b>
<b>1</b>	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Introduce how Ancient Greece used democracy, which is what we use now to select our leaders. Officials were chosen by a lottery (where everyone was included, regardless of class) and citizens voted on every law. Use role-play to demonstrate this, using classroom and history-related scenarios to vote. Was it an effective system? Were rich and poor included equally?	<ul style="list-style-type: none"> <li>• Describe how some changes have impacted subsequent periods and present day</li> <li>• Identify why and how aspects of life changed in a time period</li> <li>• Compare changes from different time periods</li> </ul>	democracy, lottery, leaders, fair, class, citizens, voting, Ancient Greece
<b>2</b>	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Look at the Olympic Games and how they were introduced to honour Zeus. Compare the ancient games to the modern Olympics noticing aspects such as: dangers, who takes part, participant qualifications, events, audience.	<ul style="list-style-type: none"> <li>• Understand the concepts of similarity, difference and significance and use these to make connections, draw conclusions and analyse trends</li> <li>• Describe how some changes have impacted subsequent periods and present day</li> <li>• Understand the idea of cause and consequence</li> </ul>	Olympic Games, Zeus, modern, dangers, qualifications, audience
<b>3</b>	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Research in groups one of the famous figures remembered from Ancient Greece including Plato, Aristotle, Socrates, Aesop and Pericles. Ask groups to present their findings to the class.	<ul style="list-style-type: none"> <li>• Choose reliable sources of information to describe aspects of life in history</li> <li>• Present information in a clearly structured way and in an effective format</li> <li>• Reference specific dates and terms</li> </ul>	famous, philosophers, Ancient Greece

4	Understand how our knowledge of the past is constructed from a range of sources	<p>The Ancient Greeks invented several things that are still used or have influenced us today such as the alarm clock, water mill and democracy. Look at some of the ancient inventions compared with today's equivalents such as a water alarm clock, a vending machine, showers, heating etc.</p> <p><a href="https://greekerthanthegreeks.com/2017/10/the-greeks-did-it-first-20-amazing.html">https://greekerthanthegreeks.com/2017/10/the-greeks-did-it-first-20-amazing.html</a> This website has some useful pictures to support this lesson.</p>	<ul style="list-style-type: none"> <li>• Understand the concepts of similarity, difference and significance and use these to make connections</li> <li>• Describe how some changes have impacted subsequent periods and present day</li> <li>• Understand the idea of cause and consequence</li> </ul>	inventions, influence, ancient, modern, adapted
5	Understand how our knowledge of the past is constructed from a range of sources	Have a look at some of the pottery created in Ancient Greece and the messages, which appeared through the Art. What were the most popular forms of Art?	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about an aspect of the past</li> <li>• Use sources as evidence when describing the past</li> <li>• Evaluate evidence for reliability</li> </ul>	pottery, designs, mosaics, Art form, artist
6	Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	How do we remember Ancient Greece? Look at some of the popular forms of information such as their myths, stories, images on pottery and Art. Compare this with the 'dark ages' in Britain, where a lot of the Viking and Anglo-Saxon ages were not remembered or recorded.	<ul style="list-style-type: none"> <li>• Know why there might be different accounts of history</li> <li>• Evaluate evidence for reliability</li> <li>• Understand how sources from the past might be biased or opinionated</li> </ul>	Ancient Greece, myths, pottery, Art, Vikings, images