



Topic Title: Who let the Gods out?

Year Group: 5

Academic Year: 2020-2021

KS2 History Intent: To learn about life in Ancient Greece, their beliefs and the influence they have had throughout history

<p>Prior Historical Learning/Linked Topics:</p> <p>The children will have learned about other ancient civilisations like the Romans and Egyptians and may have watched the movie 'Hercules' and heard of some Greek gods.</p>	<p>Literacy Links (including texts/media used):</p> <p>Percy Jackson</p> <p>Writing Opportunities</p> <p>Mythical Creature descriptions 1st person narrative</p>	<p>Maths Links:</p> <p>Links to Foundation subjects: D&T and Art– Greek pots Geography – locate Greece on a map, look at Sparta and Athens Music – the Story of Troy- singing</p>
<p>Historical Knowledge</p>		
<p>Area of study:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world. 		
<p>Historical Skills</p>		
<p>Historical Interpretation:</p>	<p>Organisation and communication</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	



No Limits
To Learning!

<p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. 	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • . 	<p>Key Questions: Just History</p> <ul style="list-style-type: none"> • What do you know about the Greeks? • Can you put the Ancient Greek civilisation on a timeline? • Can you tell a story through pottery? • What is democracy? • When and why was it invented? • Where is Athens and Sparta and what are the differences between the two? • When was the Olympics created and how has it changed?
<p>Content: just History aspect</p> <ul style="list-style-type: none"> • Write about what we already know about the Greeks • Put the Ancient Greeks on a timeline with other historical ages/times • Learn about everyday life in Ancient Greece • Exploring Greek Gods, Goddesses and myths • Look at Greek pottery and the fact that it tells a story • Design and make Greek-style pottery • Examine the differences between Athens and Sparta • Learn about democracy and compare the initial idea of democracy to today in the UK. • Look at the initial Olympic setup and how the Olympics is different today. • Look at Greek architecture and how it is used in modern day 	



Key Vocabulary:

Primary source, secondary source, evidence, eye-witness, recount, map of Europe, chronological, timeline, artefacts, fibula, Pyxis, Homer, Alexander the Great, Hellenistic bowl, Hippocrates, Pythagoras, Parthenon, Olympics.

Stunning Start/Marvellous Middle/Fabulous Finish:

Start: Children to have/dig up artefacts for the children to discuss and analyse where they think they came from.

Middle: Trying out Olympic Events

Finish: Greek Day with food and clothes

OAA/Trips/Visits/Visitors:

Parents