



Mendell Primary School

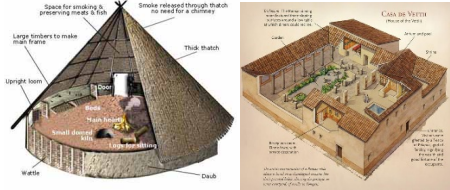
Aspire Challenge Achieve

Medium Term Plan History




Year Group: 5	Term: Spring #1 2022	Teacher: Jordyn Keelan	Subject lead: Dionne Sanati	Overview: Ancient Greece A study of the key achievements and their impact on the Western world.	Key End Points: By the end of this unit children will be able to: Identify similarities and differences in aspects of Greek life. Compare aspects of Greek and Roman life and explain how one civilisation influenced the other. Explain what the major achievements were of the Ancient Greeks and how their continuing legacy can be seen today.	
Links to other learning: Maths – scaling, sequencing, duration Geography – world maps, locations and geographical features RE – Religious beliefs ICT – Internet research skills	Relevant Prior Learning: In Autumn Term the children have previously studied early civilizations: achievements of some of the early civilizations and an in depth study of Ancient Egypt. They will now extend their knowledge by making links to the Ancient Greek civilisation and their achievements.	Relevant Future Learning: In the next term, children will extend and deepen their learning of ancient cultures further by making links with an Early Islamic Civilization (Baghdad) as their non-European society study that contrasts with British history.	High Quality Text: Who Let the Gods Out by Maz Evans (Fiction) Percy Jackson by Rick Riordan (Fiction) Leon & The Gorgon's Curse by Joe Todd (Graphic Novel) Mythologica by Dr S Kershaw & Victoria Topping (Non-fiction)	Risk Assessment: Liverpool World Museum Visit – see their risk assessment for guidance.	Teacher CPD: If you haven't done so already watch the 5 CPD videos below – breaking down chronology Sequencing, Scaling, Duration/ intervals, Concurrence, Interaction https://www.youtube.com/channel/UCyfpQy_yIj8R8XgFHjwNTIQ Read through articles and listen to podcasts on HA website to support subject knowledge prior to teaching. https://www.history.org.uk/publications/resource/8683/teaching-the-ancient-greeks file:///C:/Users/Dionne/Downloads/PH89_Whatever_did_the_Greeks_do_for_us_AlfWilkinson.pdf https://www.history.org.uk/primary/resource/3876/teaching-the-ancient-greeks-an-introduction https://www.history.org.uk/primary/module/7201/podcast-ancient-greece-rome-similarities-and Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1	
<u>Learning Intention</u>	<u>Lesson Outline</u> <u>(Key Questions in colour)</u>			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1 I can place Ancient Greece into a coherent chronological context	In this unit of History we will be studying the Ancient Greeks. In our six lessons we will be answering the following enquiry questions: <ol style="list-style-type: none"> 1) When was Ancient Greece and how long did it exist for? 2) What were some of the similarities and differences in aspects of Greek and Roman life? 3) What was the impact of Greek beliefs on Ancient Rome? 4) Which city state would you prefer to live in and why? 5) How did the Ancient Greeks influence the modern world? 6) Child led historical enquiry <p>Today in History we are going to build our chronological narrative (the mental timeline of the past in our heads). We are going to look at the chronological context of the Ancient Greeks and how this era relates to the previous time periods we have studied. We will place periods in the Ancient Greek era into chronological order using a timeline to sequence key dates and events. By the end of the lesson you will be able to answer the enquiry question: When was Ancient Greece and how long did it exist for?</p>			Lesson 1 ppt Other resources you may wish to use https://www.timemaps.com/history/greece-200bc/ Teacher to put up chronological narrative timeline again from previous unit on WW	concurrent/ concurrence & duration Chronology scaled duration intervals sequenced concurrent/ concurrence BC & BCE AD & CE states	

	<p>Recap... Words of the week: concurrent/ concurrence & duration Concurrent - Two or more events happening or existing at the same time. Duration - A time during which something occurs</p> <p><i>What do you already know about the Ancient Greeks? Take feedback. Where is Greece? Show children world maps on ppt and artefact to elicit trade inferences. Ask them to identify where Greece is. What do you notice about the geographical location of Greece? It is surrounded by sea on three sides, it is made up of many islands, it is near Italy and Egypt. What other civilisations do you think the Greeks may have contact with? Encourage children to infer Romans and Egyptians due to the geographical locations and access via sea faring trade.</i></p> <p>Recap previous chronological learning... Which time periods have you studied so far in KS2? <i>Stone, Bronze and Iron Ages, Romans, Anglo-Saxons, Vikings(?), Shang Dynasty(?), Ancient Maya(?), and the Ancient Egyptians. Children may know other time periods from their wider knowledge such as the Victorian and Medieval Periods.</i> Which of these periods are part of British History? <i>Stone, Bronze and Iron Ages, Romans, Anglo-Saxons and the Vikings.</i> Can you order them chronologically? <i>Children could do this verbally, also remind them to use previous work in their books if they get stuck.</i> Show ppt with the order. <i>What do you notice about the Ancient Greek time period? It was concurrent with Stone Age in Britain, Ancient Egypt and the Roman Empire. Therefore, this reinforces our inferences that these civilisations might have interacted, especially if they were close geographically.</i></p> <p>Continue to recap prior learning...(visual clues of photographs of artefacts on a ppt might be needed to support this) What are some of the things that have impacted on us from those periods in British history? <i>Stone to Iron Ages – fire, food, tools, weapons, basic houses</i> <i>Romans – towns, roads, money, housing in stone, aqueducts, improvements in trade</i> <i>Anglo-Saxons – return to wood houses, spoke their own language, which gave rise to the English spoken today, converted most of the country to Christianity</i> <i>Vikings – Advances in exploration and travel due to their seafaring skills, which as a result improved trade.</i></p> <p>-----</p> <p>Introduce the Ancient Greeks using the KS2 timeline. Explain that, although the time starts the Greeks at 1200BC, there were people living in Greece long before that known as the Minoans and the Mycenaean's who were Bronze Age societies, but their power fell around 1100BC. We start looking from around 1200BC because this was near the end of the Bronze Age for the Greeks and things really developed between 1200BC until the end of Classical and Hellenistic Greece in 146BC when the Romans invaded.</p> <p>Task 1: Chn to complete sequencing task (chronology cards in resources folder) by adding each time period onto the scaled timeline. This can be done in groups or whole class. Take a picture to include in chn's books.</p> <p>Task 2: Can you list, write as sentences or write a paragraph including 7 inferences about the Greeks from the timeline? Some of your inferences must compare them to other periods in relation to concurrence, duration and geographical location. It might be useful for chn to have</p>		Periods of Greek history: Early Bronze Age Neolithic Minoan Mycenaean Hellenistic Classical Archaic	
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		<p>printed copies of the map pages from the ppt and overall chronology in slide 10 during this activity.</p> <p>Challenge - Chn to highlight or suggest why certain periods have been capped or start at certain times and highlight which civilisations on their timeline they think might have had some sort of contact or relationship.</p> <p>Plenary: Chn share their observations. Look for accuracy and try to push chn to make more detailed observations than just 'This period started here.'</p>	<p>Teacher to produce scaled timeline using border papers prior to lesson to enable chn to complete sequencing on task 1. Display on WW.</p> <p>Chronology cards in resources folder.</p> <p>Examples for task 2: <i>-From the timeline, I can tell that the Ancient Greeks and the Ancient Romans lived at the same time, so the time period of their civilisations was concurrent.</i> <i>-I know that there were people living in Ancient Greece during the Bronze Age.</i> <i>-I can see that the Ancient Greeks existed at the same time as the Bronze and Iron Age of Britain.</i> <i>- From the timeline, I can see that duration of the Ancient Greek period was shorter than the Ancient Egyptian period.</i> <i>-The Romans and the Greeks lived at the same time and might have contacted each other as they were quite close to one another geographically. The type of contact they may have had would have been trade relate. I think this because the Greeks could have easily sailed to Italy to trade.</i></p>		<p>Support chn with written inferences in task 2</p>
<p>2</p>	<p>I can identify similarities and differences in aspects of Greek and Roman life</p>	<p>Today in History we are going to identify the similarities and differences between aspects of Greek and Roman life. By the end of the lesson you will be able to answer the enquiry question: What were some of the similarities and differences in aspects of Greek and Roman life?</p> <p>Recap: Ask chn discuss on their tables the kinds of features that Roman villas had and some of their features of Iron Age housing. Children might need visual images opposite to prompt their recall of prior learning.</p> <p>Explain that we are going to start off by looking at some Greek housing and comparing it to a Roman villa. Load up the Mozaik3D/Mozaweb.com scene of the Greek house and investigate it – look at the number of rooms, separate rooms for different reasons, materials, structure and number of levels.</p> <p>How is this similar or different to a Roman villa? Why do you think that there are a lot of similarities? <i>Lived around the same time, geographically similar, had a relationship so shared ideas etc.</i></p> <p>Mini-task: Chn stick the housing comparison sheet in (L3 – Resources) and write a few quick observations down about both Roman and Greek houses.</p> <p>Explain that we are now going to look at entertainment and the similarities and differences between the Greeks and Romans. Ask chn to explain some of the forms of Roman entertainment (gladiators, chariot racing, board games, feasts, parties, music etc.) Explain that the Greeks had some similar forms of entertainment but not exactly the same. They enjoyed feasts, music and games just like the Romans, but they also created things like theatre and the Olympics. Unfortunately, both of these events were for men only. Women could not enter or even watch the Olympics, nor could they perform in plays. Female parts were played by men.</p> <p>Mini-task: Chn to write on the resource sheet a few comparisons about Roman and Greek entertainment – the forms and the similarities and differences.</p>	 <p>Prior to the lesson teacher to set up an account on Mozaweb – free to do with 5 free downloads a month. You will need to check this works on school laptops as you may need to download an external viewer.</p>	<p>Similarities Differences</p> <p>Iron Age Roundhouses Roman Villas</p> <p>Comparisons</p>	

		<p>-The Romans had gladiator fighting and chariot racing which showed that there were interested in physical sports and the Greeks invented the Olympics.</p> <p>-Both sets of people enjoyed physical sports.</p> <p>-Both the Romans and the Greeks enjoyed feasts which included music and performances. These were social gatherings.</p> <p>-The Greeks invented theatre and plays and the Romans took their ideas and built their own theatres.</p> <p>Plenary: Chn to read out some of their comparisons for housing and entertainment. Check for accuracy and appropriate comparisons.</p>			
3	I can identify the impact of Greek beliefs on Ancient Rome	<p>Recap from previous unit...</p> <p>Word of the week: Polytheism (noun) the belief in or worship of more than one god.</p> <p>Can you think of any other ancient or modern religious beliefs that follow polytheism? All other religions except for Monotheistic - Judaism, Islam, Christianity.</p> <p>Today in History we are going to work as 'crime detectives' investigating the Greek and Roman Gods. Through our investigations, you will be able to identify the similarities and differences in Greek and Roman beliefs. By the end of the lesson you will be able to answer the enquiry question: What was the impact of Greek beliefs on Ancient Rome?</p> <p>Do you remember anything about Roman religion? <i>The Celts were pagans so believed in many gods. Britain was mostly converted to Christianity towards the end of Roman Britain.</i></p> <p>Explain that the Greeks were very similar in that they had a lot of different gods that were in charge of a number of things.</p> <p>Load up the Mozaik3D/Mozaweb.com scene of the 'Greek Gods' and explore who some of them were and their roles. Highlight how some of these gods were actually taken by the Romans and given a different name.</p> <p>Why might the Romans take Greek gods? <i>Came into contact with each other – being pagan meant that they were quite open to accepting new gods if they felt that it would benefit them</i></p> <p>Highlight that religion was important for both sets of people, but for the Greeks, their gods were often involved in fantastical myths and were used to tell stories and to learn lessons from. Religion was also an important aspect of Greek life with places like the Acropolis being built specifically as a religious site. Show the Mozaik3D/Mozaweb.com 'Acropolis' scene, exploring the buildings and the statues, highlighting how this shows the significance.</p> <p>Finally, compare some of the aspects of Greek and Roman religion to highlight the similarities and differences between them.</p> <p>Task: Explain that there has been a crime committed and that we must investigate it and report back to the Crime Commissioner (you, the teacher!) Chn will use the Evidence Log (L5 – Resources) to explain how some of the Greek gods may have been stolen by the Romans and that we need to make a judgement on whether they have or not. Children will need to use the Camera app on iPads to scan the Evidence QR Codes (L5 - Resources) and read through the various webpages to find the evidence. They also need to look at the suspect lists and identify the similarities and differences between them.</p>	<p>Need ipads</p> <p>Prior to the lesson teacher to set up an account on Mozaweb – free to do with 5 free downloads a month. You will need to check this works on school laptops as you may need to download an external viewer.</p> <p>Load up the Mozaik3D/Mozaweb.com scene of the 'Greek Gods'</p> <p>Lesson 5 ppt</p> <p>Evidence QR codes lesson 5 resources</p>	<p>Polytheism</p> <p>Pagan Christianity</p> <p>Celts</p> <p>Acropolis</p> <p>Similarities Differences</p>	

		<p>After this, they need to write a short paragraph, making their judgement and giving the reasons why they think this.</p> <p>Plenary: Chn read out their reports with the class checking for accuracy and offering suggestions for feedback. Did they give strong enough evidence?</p>			
4	<p>I can critically analyse sources of evidence and form conclusions</p>	<p>Words of the week: city-state or polis & democracy & oligarchy <i>A city-state, or polis - the community structure of ancient Greece. Each city-state was organized with an urban centre and the surrounding countryside. Characteristics of the city in a polis were outer walls for protection, as well as a public space that included temples and government buildings.</i> <i>Democracy - A democracy is a government that is run by the people.</i> <i>Oligarchy - A small group of people having control of a country or organization.</i></p> <p>Recap on prior learning... <i>Do we live in a democracy or oligarchy? Even though we have a monarch and a government, we do live in a democracy as we vote for our rights and have some power in the way the country is run.</i> <i>Do you know any other civilisations in history that were run as a democracy or oligarchy? Rome was run as a dictatorship/ oligarchy as the emperor held all the power. Ancient Egypt was an oligarchy were the pharaoh had overarching power.</i></p> <p>Today in History you will be conducting your own enquiry into the city states of Athens and Sparta in Ancient Greece. You will critically analyse multiple sources of evidence to form conclusions about the different societies. You may ask questions to deepen your understanding. Finally you will present and compare your findings with others. To answer the enquiry question: Which city-state would you prefer to live in and why?</p> <p>Show map opposite of city states. Explain that, although Sparta and Athens were both in Greece, they had very different views on life and what was important. To start with Athens was run as a democracy and Sparta was an a oligarchy (relate back to words of the week definitions to reinforce).</p>	<p>Click on the map to find out about some of the cities of ancient Greece.</p>  <p>Twinkl PPT and worksheets(Sparta Vs Athens) in resource folder</p> <p>Ipads for research Use books within school for research as well</p> <p>Interactive map https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxyt-pv4</p> <p>Simple sources https://www.ducksters.com/history/ancient_greece/sparta.php https://www.ducksters.com/history/ancient_greek_athens.php</p>	<p>City-State/ polis Democracy Oligarchy</p> <p>Monarch Emperor Pharaoh Power Government dictatorship</p> <p>Analyse Sources Conclusions</p> <p>Athens Sparta Society Differences</p>	

		<p>Use the Twinkl PPT (Sparta Vs Athens) to show the differences between the two cities. Discuss with chn how these things are different/similar to their lives.</p> <p>Then highlight the fact that, when Sparta and Athens battled, Sparta won and allowed Athens to remain so long as they tried not to expand beyond their borders again. What does this tell us about Greek life as a whole?</p> <p>Partner/ Independent Task: Chn research about life in Sparta and Athens. Complete research as a table (like the Twinkl Sparta Vs Athens worksheet) in their books comparing different aspects such as government, geography, life for boys, life for women etc...and writing down the differences between them.</p> <p>Mid plenary discussion: Draw together some of chn's research so far and prior learning. By now you have probably found out that Athens was the world's first democracy. However, women could not vote – do you think this was fair? Chn will probably give their opinion that this was unfair particularly as it was a democracy where things should be decided by <u>all of the people</u>. State that this was fairer than in Sparta, which was an oligarchy. Compare it to Ancient Egypt where women could not vote and also to Britain before the suffragette movement in 1918 after WW1 where women also couldn't vote. Explain that in some countries today such as Egypt and Saudi Arabia women can still not vote.</p> <p>Plenary: Recap on some of the differences and similarities between Athens, Sparta and home. Chn to answer the enquiry question verbally and then in a short paragraph using evidence from the notes they have made. Which city state would you prefer to live in and why?</p> <p>Encourage the chn to include the words of the week in their responses.</p>	<p>Suggested websites: https://www.ducksters.com/history/ancient_greece/greek_civty_state.php</p>		
5	<p>I can identify the major achievements of the Ancient Greeks and consider the impact of them on society today</p>	<p>Words of the week: legacy & significance Legacy - something that is handed down from one period of time to another period of time Significance - the quality of being worthy of attention; importance.</p> <p>Today in History we will be identifying the major Greek achievements and their influence and impact on the western world. We will be thinking about the concepts of significance and legacy to answer the enquiry question: How did the Ancient Greeks influence the modern world?</p> <p>Ask the chn what they think might have started in Ancient Greece based on what they know so far.</p> <p>Use http://www.bbc.co.uk/education/clips/z9kmhv4 and http://schoolworkhelper.net/major-accomplishments-of-the-ancient-greeks/ too show what some of the Greeks were able to achieve. Why do we think each of these were important? Do we still use these things today? How have these achievements helped/hindered our world? How would you have felt if you were there experiencing it for the first time?</p> <p>Recap from previous unit...Remind chn of Ian Dawson's criteria for significance.</p> <p>Task: Chn complete the Diamond 9 activity, placing each of the events in order of what they feel had the most to least impact on the western world that we live in today. Chn to then write a small paragraph on why they have chosen their structure relating to the concepts of legacy and significance.</p>	<p>Display on WW Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p>	<p>Legacy Significance</p> <p>Achievement</p> <p>Justify</p>	

		<p><i>I have placed _____ at the top of the diamond. I feel it was the most significant achievement of the Greek because...</i> <i>However, I also feel that _____ is a significant achievement because...</i> <i>In my opinion _____ is the least significant achievement because....</i></p> <p>Challenge for HA: Answer the following questions using your reasoned judgement. <i>What do you think would have been most important to a Greek man? What do you think would have been most important to a Greek woman?</i> <i>Are they the same?</i> <i>Are they different? Why are they different?</i></p> <p>Plenary: Chn share their diamonds with their table and justify why they have made their choices. Feedback with the rest of the class. Teacher to play 'devil's advocate' to encourage chn to justify their choices deeper, using evidence to back up their answers.</p>			
6	<p>I can begin to compose my own lines of historical enquiry with questions: 'how', 'why' and 'to what extent'.</p>	<p>This lesson may need two lessons depending on how proficient chn are at independent research.</p> <p>Recap from previous lesson Words of the week: legacy & significance ????</p> <p>Words of the week: primary & secondary source</p> <p>Today in History we are going to critically analyse and extract information from primary and secondary sources. We will consider the limitations of those sources and ask questions to deepen our understanding. You will be composing your own line of historical enquiry around one of the major achievements of the Ancient Greeks and how it has impacted society today. By the end of the lesson you will be able to answer your own enquiry question: ?</p> <p>Give each set of partners one of the major achievements of the Ancient Greeks to research from the list below – they have been ranked from most difficult so this could be differentiated. Democracy Philosophy, Maths & Science Medicine Theatre Architecture & Inventions Olympics</p> <p>Ask chn to work with their partner to create their enquiry question 'how', 'why' or 'to what extent'. Share ideas whole class, teacher to check to ensure questions makes sense and rewrite them accordingly. Examples below... <i>Why was democracy the most significant achievement of the Ancient Greeks?</i> <i>How has Greek philosophy influenced us today?</i> <i>How has the Ancient Greeks knowledge of medicine helped us today?</i></p> <p>Partner research: Chn to carry out independent research to answer their enquiry question. Make notes in their books using bullet points. Encourage chn to also look for famous Greeks that were involved in that achievement. Remind children that they are looking for persuasive reasons that justify why their achievement is the most significant.</p> <p>Plenary: Class debate. Take photos for books.</p>	<p>Ipads and books for research Headphones to listen to videos</p> <p>Archaeological sources sheet with artefacts – copy to all</p> <p>Good website for everyone to use as it summarises the legacy of most of the aspects we are looking at https://www.ducksters.com/history/ancient_greece/legacy.php</p> <p>Suggested websites for research, videos also on websites:</p> <p>Architecture & Inventions https://www.thecollector.com/ancient-greek-inventions/ https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs https://www.ducksters.com/history/ancient_greece/architecture.php</p> <p>Greek Theatre https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs https://www.ducksters.com/history/ancient_greece/drama_and_theatre.php</p> <p>Olympics https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty https://www.ducksters.com/history/ancient_greek_olympics.php</p> <p>Democracy https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn https://www.bbc.co.uk/cbbc/watch/horrible-histories-songs-democracy-song</p>	<p>Legacy Significance Primary source Secondary source</p> <p>Achievement Influenced Justify Persuade</p> <p>Democracy Philosophy, Maths & Science Medicine Theatre Architecture & Inventions Olympics</p>	<p>Mixed ability partners for independent enquiry task</p>

		<p>In your opinion, which achievement was the most significant and has the greatest legacy today?</p> <p>Chn to used their research and reason justifications to try and persuade peers that their achievement is the most significant.</p> <p>Has the research and reasoned justifications of any of the other groups persuaded you to change your mind?</p>	<p>https://www.ducksters.com/history/ancient_greek_governm ent.php</p> <p>Philosophy, Maths & Science</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn</p> <p>https://www.twinkl.co.uk/resource/t2-t-164-socrates-significant-individual-fact-sheet</p> <p>https://www.historyforkids.net/greek-philosophy.html</p> <p>https://www.ducksters.com/history/ancient_greece/archimedes.php</p> <p>Medicine</p> <p>https://www.bbc.co.uk/programmes/p00wf2sr</p> <p>Factsheet with archaeological sources</p>		
<p>Following this unit children will visit the exhibits at the Liverpool World Museum and collect evidence to answer one of these enquiry questions. This will consolidate/extend their learning for this or the previous unit.</p> <p>Question to be chosen by chn based upon their interests – this can be whole class or separate questions if adequate adult support is available for the chn to split into groups at the museum.</p> <p>What does the evidence tell you about Ancient Egyptian or Ancient Greek religious beliefs?</p> <p>What does the evidence tell you about how the Ancient Egyptians viewed death?</p> <p>What evidence is there that suggests the Ancient Egyptians were innovative people?</p>					