



Long Term and Medium-Term Planning History And Geography Focus With Art And DT As Secondary Subjects

Term and Year: Spring Term, 2018.	Topic: Ancient Greece
Teacher: M. Churchill – Year 5/6	Key question(s): What impact did the Ancient Greeks have on our world today?

All challenge activities and related 'I can' statements are to be highlighted in green.

Subject	National Curriculum Objectives		'I can...' Statement(s)	Activities
History	Pupils should be taught about: <ul style="list-style-type: none"> • <i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i> 	Lesson 1 – Location and Era	<ul style="list-style-type: none"> • I can say when and where the Ancient Greece first appeared. • I can create a timeline of significant events from the time of the civilization. <p style="color: green; margin-top: 10px;">Some of us will be able to:</p> <ul style="list-style-type: none"> • Use our mathematical knowledge and skills to calculate the difference in years between significant events in 'Greek' history. • Calculate the difference in significant events from our time and events from the distant past. 	<ol style="list-style-type: none"> 1. HOOK ACTIVITY-children to be shown a variety of images from Greece-tourist photos, Trojan horse etc. 2. Children to watch introductory clip of the Greek civilization-complete KWL grid. 3. Teacher to model where the civilization appeared using a modern day and then an ancient map. Children to annotate map with the names of European countries. 4. Children will then be provided with events on timeline cards-children to sort using chronological order. The children to then create their own timeline of significant events from the era. <p style="color: green; margin-top: 10px;">Challenge – some children will be able to calculate the differences in time between significant events.</p>

	Lesson 2 – Ancient Greek Democracy	<ul style="list-style-type: none"> • I can explain how the political system worked in Ancient Greece. • I can compare this system with other political systems. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • Comment of the equality/inequality of the ancient Greek system.. 	<ol style="list-style-type: none"> 1. Teacher to share the information regarding democracy in Ancient Greece. 2. Children to consider people who weren't able to be a part of the democratic society-slaves, women etc. Highlight the plight of the Suffragettes and give background information regarding this element of British history. 3. WRITING OPPORTUNITY (in HISTORY SESSION): Teacher to model composing a letter encouraging all women in Britain to vote due to the sacrifices of women in the past. Children need to be able to write with a specific viewpoint. <p>Challenge-some children will be able to make a comparison of modern day political systems of democracy and the Ancient Greek system. Focus on topical issue of Brexit to give emphasis to a divisive issue.</p>
	Lesson 3 – Ancient Greek Olympics	<ul style="list-style-type: none"> • I can use primary sources, including art, to learn about the past. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • Analyse consider and analyse how the Olympics has changed over the course of time. 	<ol style="list-style-type: none"> 1. Teacher to show Usain Bolt at the Beijing 2008 Olympic games. What do the children make of the footage? 2. Teacher to explain that the footage is a primary source of evidence as it was taken at the time of the event. Teacher to also explain that as a witness, my account is also considered a primary source of evidence. 3. Children to be given images of the Greek vases-children to analyse artefacts to draw conclusions. <p>Challenge-some children will be able to consider the evolution of the Olympics over time considering sponsorship, celebrities etc.</p>

	Lesson 4-The Battle of Marathon	<ul style="list-style-type: none"> I can compare different city-states and recall facts about the Battle of Marathon. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Compose a report using the facts of the Battle of Marathon. 	<ol style="list-style-type: none"> Teacher to share information about the Battle of Marathon and why it was important in Ancient Greece. WRITING OPPORTUNITY (in HISTORY SESSION): Children to synthesise the information researched, shared and read to compose a non-chronological report based on the Battle of Marathon.. <p>Challenge-some children will include a section within their report which will explore the impact of the battle.</p>
	Lesson 5 – Greek Gods and Goddesses	<ul style="list-style-type: none"> I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Compare the religious beliefs of the Greeks, Christians (RE link) and themselves-what similarities and differences can the children identify? 	<ol style="list-style-type: none"> Children to be presented with information regarding the Greek deities-can the children draw comparisons between other polytheistic civilizations? Children to use the information regarding the Greek deities to storyboard their own Greek myth. <p>Challenge-some children will be able to link all sections of the myth together to create a cohesive narrative.</p>

		Lesson 6 - The Trojan Horse	<ul style="list-style-type: none">I can use a range of sources to find out about the past and then present my findings. <p>Some of us will be able to:</p> <ul style="list-style-type: none">Write a diary entry from the point of view of a Greek or Trojan soldier.	<ol style="list-style-type: none">Teacher to share information regarding the Trojan horse with the children. The children will then be given some individual research time.The children must then precise their research to write a diary from the point of view of a Greek or a Trojan. <p>Challenge-some children will be able to include specific viewpoints within their writing to create specific effects.</p>
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		Lesson 7 – Ziggurat instructions	<ul style="list-style-type: none"> I can write a set of instructions. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Include specific hints and tips (based on DT evaluation) that would aid the reader in constructing their own ziggurat model. 	<ol style="list-style-type: none"> Children to recap and review on their previous learning relating to the construction of their own model ziggurat. WRITING OPPORTUNITY (in HISTORY SESSION): teacher to model writing process with regard to the composition of instructions. Teacher to elicit from children which features they believe would make their work an Upper Key Stage Two standard of instructions. Teacher to scaffold/model writing for children. Children to use their evaluations of the design and construction process in order to compose their own instructions, including all of the genre key features. <p>Challenge-can children include an engaging introductory paragraph, a wide range of adverbials of time and manner and hints/tips to assist the reader.</p>
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ICT-planned by MC . PE-delivered by the Foundation of Light.

Music – Managed by the Music Co-Ordinator. Charanga to be used in school.

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units