



History

Skills, Knowledge and Progression

UKS2: Ancient Greece

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Pupils can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age and also set the context of the Trojan Wars and Alexander the Great.</p> <p>They create a simple timeline showing the following key periods which will feature in the topic 1. Trojan Wars 2. Start of Olympics 3. Golden Age of Athens 4. Battle of Marathon 5. Building of Parthenon</p> <p>They locate Ancient Greece, Crete, Athens and Sparta on a map and compare to modern Greece.</p> <p>Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals</p>	<p>Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp that these feature frequently in Greek legends.</p> <p>Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings</p> <p>Pupils grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots</p> <p>Pupils understand the role of women in Ancient Greek society? Why is it so difficult to know for sure from the evidence</p> <p>Pupils can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, Athenian strengths. Pupils can compare different versions of the Battle of Marathon and give 2 or 3 valid reasons why textbook accounts might differ</p> <p>Pupils understand that the Olympics were not just athletic events</p> <p>Pupils grasp that religion and preparation for war were also critically important</p> <p>Pupils grasp that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life.</p> <p>They grasp that their theatres were incredible feats of engineering</p> <p>Pupils understand the sheer scale and variety of the Greek achievement in so many areas: Language; architecture; philosophers</p> <p>They grasp that the buildings they see around them today have been influenced by classical Greek design and that the Greeks heavily influenced the Tudors (theatre) and the C18th and C19th</p>	<p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p>Theseus and the Minotaur: Is there any evidence for the legend?</p> <p>Pupils work as detectives to explore the evidence behind the legend of Theseus and the Minotaur.</p> <p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</p> <p>What was the role of women?</p> <p>Why was Athens able to be so strong at this time? (This was the Golden Age in the 5th century)</p> <p>What was so special about life in 5th Century BC Athens that makes us study it?</p> <p>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</p> <p>In what ways have the Ancient Greeks influenced our lives today?</p>	<p>Ancient Greece, Greek Empire, slaves, nobleman, tunic, democracy, government, citizen, city state, enemies, armour, weapons, tactics, Persia, Parthenon, stadium, Marathon, gymnasium, Acropolis, temple, theatre, Olympics, Pythagoras, Hippocrates, Homer, vase, pyxis, Hellenistic bowl, fibulas</p>

<p>Learning outcomes Children should be able to</p> <ul style="list-style-type: none"> • Annotate timelines explaining why each featured event was significant; annotate map showing at least 3 key physical features • Learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves. • Draw inferences from evidence on pots going beyond the literal and make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots. • Children grasp the diversity of life style depending on position within society and know the influence of the large slave population. • Learn that sometimes books disagree, eg: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, eg: perhaps. • Pupils write explanatory answer on why the Athenians were so successful. • Y6 pupils read different versions of the same story (Marathon) and offer reasons why different versions exist • Pupils design a set of stamps (or similar) showing the range of Greek achievements and legacy to us today. 		<p>Extending more able through challenges:</p> <ul style="list-style-type: none"> • Pupils work independently as detectives to explore the evidence behind the legend of Theseus and the Minotaur. • Picture analysis: role of women; what can we tell from the pictures? • Pupils read a short modern day extract to find 20 modern words which derive from Ancient Greece and then using a dictionary work out what the original Greek words were and their literal meaning: e.g. cinema to see from afar. • Identify the most significant consequences of Battle of Marathon for Athens and those for Persia. <p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> • Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers • Collaborative activities to support peer-learning and inclusion • Use of visuals, film, drama to support contextual understanding • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design • TA support used to question and develop children’s conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion 	