

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Clougha Class
Summer 1& 2
Year B

N.C. LINKS:

Pupils should be taught about:
Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Etymology – Olympics - The word "Olympic" comes from the Greek word "Olympikos". "Olympikos" means "from Olympia or Olympus". Olympia is a town in Hleia, the birthplace of the Olympic Games.

Vocabulary:



The Greeks – by
Jonny Mark

Subject
Specific

Chronological
Understanding

Knowledge
and
Interpretation

Historical
Enquiry

Key Concept: CIVILIZATIONS

Ancient Greece – Three ways they still influence life today

Key Questions: What did the Greeks do for us? How were they modern day heroes?

Unit Overview:

To know that many of the things that make our country a safe and fun place, we copied from the Ancient Greeks. Democracy, the Olympic games, architecture and mythology. There are many other things too.

Ancient,
Greece,
Greeks, life,
achievements,
influence,
chronology,
democracy,
Olympics,
myth,
mythology,

BCE, Before
Common Era,
CE Common
Era, dates,
order,
timeline,
ancient

Influence,
important
figures,
influence,
artefacts,
legacy, effects

Archaeologists,
understand,
past, sources,
period,
research, first
hand evidence,
historian,
second hand
evidence

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<p>Chronological Context:</p> <p>The Iron Age – 800 BC – AD 43</p> <p>Ancient Rome – 800 BC – AD 476</p> <p>Ancient Greece – 776 BC – 146 BC</p> <p>First Greek Olympic Games – 776 BC</p>	<p>architecture, column, pillar, Doric, Ionic, Corinthian, civilisation, city states, empire, legacies, legacy, Gods, Goddesses, mythical creature.</p>	<p>chronology, chronological order, timeline</p>		
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • Children will learn about where Greece is and when the Ancient Greek Civilisation first began. • They will learn about how the Greeks influenced our lives today including how the Olympic Games originated from there. • Explore Greek architecture and the different styles of buildings. • Read and learn about Greek mythology by acting and researching different myths. 	<p>Building on Prior learning KS1:</p> <ul style="list-style-type: none"> • Start of new theme CIVILISATIONS. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Children will learn who the Romans were and where they came from including why they settled here. • Understand how the Romans lived in Roman Britain. • Find out about Roman soldiers and how the Roman Army worked. • To know how the Romans have influenced our lived today. 		

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| | | <ul style="list-style-type: none">• Explore different artefacts, weapons and armour to give insight into how the Romans lived. |
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Key Skills (Disciplinary)

Chronology

- Use some dates and historical terms when ordering events and objects.
- Explore trends and changes over time.
- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, people and changes

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

Interpretation, Enquiry and Using Sources

- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise how sources of evidence are used to make historical claims.
- Identify historically significant people and events in different situations

Communication

- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

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Sequence of Lessons:

1. LO – To find out when and where the Ancient Greeks lived.
2. LO – To create a timeline showing key events during the Ancient Greek Period.
3. LO – To use historical sources to infer information about the past.
4. LO – To learn about the Ancient Greek Olympics.
5. LO – To describe similarities and differences between the Greek Olympic Games and Modern Olympics.
6. LO – To understand about different Greek myths.

Enhancements: Harris Museum - Preston

End of Unit Outcome: Make an Ancient Greek oral presentation, explaining how they have influenced our lives – architecture, Olympics and mythology.

Oral Assessment:

What did the Greeks do for us?

How were they modern day heroes?

When and where did the Ancient Greeks live?

What were the key events during the Ancient Greek Period?

What do historical resources tell us about the past?

What are the similarities and differences between the Greek Olympic Games and Modern Olympics?

Can you retell the story of some different Greek myths?