

What should I already be able to do?

- place some historical periods in a chronological framework (chronological understanding)
- use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)

What will I know (or be able to do) by the end of the unit?

- Have gained an understanding of the importance of Ancient Greece including an understanding of Greek life and achievements and their influence on the western world
- make comparisons between aspects of periods of history and the present day (historical interpretations)
- use dates to order and place events on a timeline (chronological understanding) note connections, contrasts and trends over time and show developing appropriate use of historical terms
- give some reasons for some important historical events (understanding of events, people and changes) address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand that the type of information available depends on the period of time studied understand how our knowledge of the past is constructed from a range of sources
- evaluate the usefulness of a variety of sources (historical interpretations)
- compare sources of information available for the study of different times in the past (historical enquiry) make confident use of a variety of sources for independent research (historical enquiry)
- provide an account of a historical event based on more than one source (organisation and use evidence to support arguments (understanding of events, people and changes)
- present findings and communicate knowledge and understanding in different ways (organisation and communication)



Year 5 requirements
Year 6 requirements

Key concepts and vocabulary

| | |
|------------------------|---|
| | Empire. |
| Ancient Civilisations: | An Ancient Civilisation is a complex society which existed |
| Democracy: | A system of government where the people are allowed to vote for who they want to represent them. |
| Athens: | A major state in Ancient Greece. Athens is thought to be where the idea of democracy originated. Today, Athens is the name of the capital city of Greece. |
| Oligarchy: | This is when a country or state is ruled by a small number of people. (Sparta was ruled by 2 kings) |
| Sparta: | Sparta was a state in Ancient Greece. It was known for valuing military strength and for having fearless warriors. |
| Archaeology: | Archaeology is the study of history by excavation of sites and the study of objects found there. The Palace of Knossos in Crete is a famous archaeological site. |
| Minoan: | The Minoan civilisation was the oldest known civilisation in Ancient Greece. The Palace of Knossos is a famous Minoan palace - some think it is the origin of the myth of the Minotaur. |
| Myths and legends: | A myth is a traditional story, which may have some elements of fact. The Ancient Greeks told many myths and legends. |

The Gods of Mount Olympus - Ancient Beliefs



Tacolneston & Morley - History - Discover

Topic: The Ancient Greeks

KS2 (5/6)

**How this topic links to the wider curriculum.
Key values and skills**

Ancient Greek Timeline and How this topic links to the Geography Curriculum

Children will:

Identify questions to answer and problems to solve

Plan and research

Analyse and Evaluate

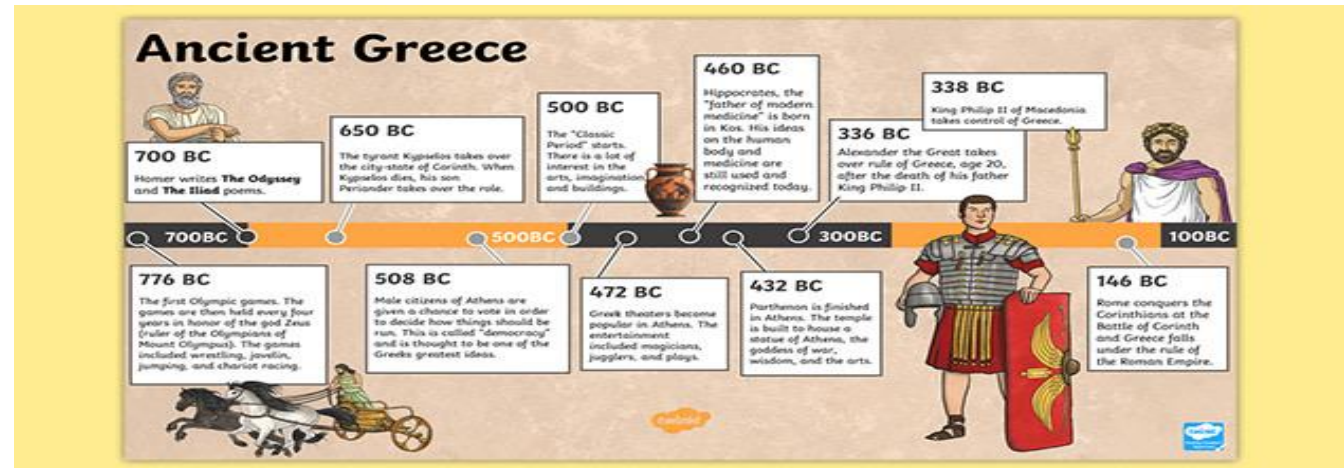
Show empathy

Analyse texts and look for explanations of key themes using historical sources.

Explore issues, events and problems from different perspectives.

Support conclusions using reasoned arguments and evidence.

Communicate learning in relevant ways.



Skills

Human and physical geography

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Useful links:

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>

<http://www.primaryhomeworkhelp.co.uk/Greece.html>

https://www.ducksters.com/history/ancient_greece.php