

## TERM 2 OVERVIEW YEAR 5/6 – History

### Term 2 Book(s) – Who Let the Gods Out

Topic(s) - Ancient Greeks		Guide Time = 4 hours
<b>Assessment:</b>	Final lesson will be an assessment of prior learning.	<b>Very Important Points (VIPs):</b> <b>Lesson 1:</b> <ul style="list-style-type: none"> <li>- People in different city-states had very different lives.</li> <li>- The key battles are the Battle of Marathon, Battle of Thermopylae, Battle of Salamis and the Battle of Plataea.</li> <li>- The main people and events involved in the battle they go on to study in more depth.</li> </ul> <b>Lesson 2:</b> <ul style="list-style-type: none"> <li>- That a philosopher is a person who studies ideas about knowledge, right and wrong, reasoning, and the value of things.</li> <li>- The Greeks developed the use of logic in discussion.</li> <li>- The teacher Socrates developed a new method of education, which involved asking questions.</li> <li>- that Pythagoras was a mathematician who develop Numerology and the Pythagoras Theorem.</li> </ul> <b>Lesson 3:</b> <ul style="list-style-type: none"> <li>- that Hippocrates was a prominent figure in the development of medicine, known as the 'Father of Medicine'.</li> <li>- that the Four Humours (liquids) are blood, phlegm, yellow bile and black bile.</li> <li>- The Greeks also made some improvements in surgery. They made new instruments out of iron and steel.</li> </ul> <b>Lesson 4:</b> <ul style="list-style-type: none"> <li>- The ancient Greek people built a temple called the Parthenon for the goddess Athena</li> <li>- Women had fewer rights than, and different roles to men</li> <li>- The Ancient Greeks actually called Greece 'Hellas'</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	<p><b>Who Let the Gods Out – Maz Evans</b></p> <p>History - the Roman Empire and its impact on Britain.</p> <p><b><u>Year 5 children will use their prior LKS2 knowledge to expand their learning:</u></b></p> <p>In History, they studied The Maya and the Incas, drawing comparisons with other ancient civilisations</p> <p>Furthermore, they studied the history of the NHS, which could link with Lesson 6 and the developments of Hippocrates.</p> <p>In Georgraphy, human and physical geography were covered, linking to the temples and architecture of the Ancient Greeks.</p> <p>R.E., the students should draw on their previous knowledge of the importance of worhsip and apply it to the Ancient Greeks and their belief in the Gods and Goddesses.</p> <p><b><u>Year 6 should use their prior LKS2 and Year 5 knowledge to expand their learning:</u></b></p> <p>In English, students learned to create a persuasive leaflet, an information text and a set of instructions. Their prior knowledge (such as the different features to include) will be strengthened by the extended consolidation writing tasks in history.</p> <p>Children should build upon their knowledge of places of worship to aid them in their understanding of the Ancient Greeks and their worship of the Gods/Goddesses.</p> <p>Children should have already built up the skill to recognise similarities and differences over a period time and summarising key information (from History Autumn 1). Therefore, they will use this to enhance their understanding and research of the Ancient Greeks.</p> <p>Children should have prior knowledge of creating a persuasive pitch in their DT lessons, so this will support their extended writing tasks in the History lessons.</p>	

**Links to other learning  
(cross fertilisation)**

**Computing** – Creating a 5-minute documentary about a battle.  
**British Values** – Modern day democracy will be examined  
**Science and Maths** – Ancient Greek medicine and mathematics will be studied and compared to modern day.  
**Art** – Developing their painting skills with the aim of painting Greek myths onto vases.  
**Geography** – Exploring location and the different climate zones, etc.  
**R.E.** – study of believing in God will link to the Ancient Greeks and their own beliefs in the Gods/Goddesses.

**Thematic Questions:**

The World Around Us:

Why are Ancient Greek ruins a popular tourist attraction today? Why do people travel all over the world to visit them?  
 How have philosophers from the Ancient Greek period influenced us?

World Beyond Us:

Did the Ancient Greeks help to foster an inquisitive need to learn about space?  
 Why is the modern world so obsessed with the Greek Myths and Legends? Why do we insist on modernizing the Greek Gods/Goddesses?

Culture:

Are the Olympics the greatest invention of the Ancient Greeks?  
 How much influence did the Greek culture have over the Roman Empire and many other civilizations?

Modern Britain:

How far did Ancient Greek ideas about democracy influence modern British politics?  
 Should Philosophy be taught in schools? Could it positively impact on mental health?

Technology in Action:

Is Ancient Greek architecture the most aesthetically pleasing in the world?

Healthy Body and Healthy Mind:

How did the daily diet of the Ancient Greeks help to establish a healthy body?

This unit will support the children's learning when moving onto creating an information text based on WW2 in the Spring Term.

**Fat Questions:**

- How have the Ancient Greeks shaped our modern world?

<p><b>Links to future learning</b></p>	<p><b><u>This will further aid their learning in secondary education:</u></b>          Maths – Pythagoras Theorom in secondary.          English/Drama – Plays/poetry studies such as Shakespeare.          History – Medicine through time (KS4)</p>	
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p><u>Visit to a theatre</u> – this will enable children to appreciate the origins of theatre. They will understand how theatre has developed over time and be able to confidently identify similarities and differences.  <u>PAT Olympics</u> - this will allow children to take part in a trust wide sporting event applying their learning of javelin, running, discus etc they have learnt in the previous half term. It is also a character development due to the non-sporting skills that comes with competing e.g. team work, sports person ship.  <u>Visit to house of parliament</u> - this will allow children to embed their British Values learning and offer the experience of witnessing politics in action. Children will be exposed to potential prospects when thinking about career and future life.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Term 2 Week 1 (Lesson 1)  Children to understand the main characters and events of a key battle. The key battles are; The Battle of Marathon, Battle of Thermopylae, Battle of Salamis and the Battle of Plataea.	To understand the main characters and events of key battles.	NC – a study of Greek life and achievements and their influence on the western world.  Know and sequence key events of time studied.	Darius Xerxes Leonides Spartan Persian Athenian	<b>GD:</b> Will be able to produce more detailed notes which will allow them to produce a more accurate and developed film in Computing. Students will draw upon prior knowledge and include this within their note-taking.  <b>SEN:</b> For our SEN children, there will be an optional template available to scaffold their note-taking which will support their knowledge.	Children may think that:  That Ancient Greece was just one country/the same country as Greece now.  That people across Ancient Greece were very similar and had similar lives etc.  Warriors fought with more modern weapons such as guns, etc.	See planning slides on trust shared.  Children will learn about the different city-states of Ancient Greece, and the Persian Empire.  They will then be able to use this to understand the causes of the key battles.  Children will then focus on one of the key battles, and make notes for their Computing lessons.  <b>Deepen the Moment Y5:</b> Argue that the battle you have been given is the most important of all the battles. <b>Deepen the Moment Y6:</b> Argue that the battle you have been given is the one that has had the greatest impact on civilisation.
Term 2 Week 3 (Lesson 2)  Greeks are known for; philosophy, mathematics,	LO: To research and summarise information about a prominent philosopher.	NC – a study of Greek life and achievements and their influence on the western world.  Confident use of e-learning, research	Philosopher Philosophy Numerology Reasoning Pythagoras Theorem	<b>GD:</b> Success criteria is more advanced to include GD English techniques. This will help to develop their English writing skills and allow them an	Students may not understand what philosophy is. They may assume that it is something to do with space or speed. They may also confuse this with psychology or science.	See planning slides on trust shared.  Children will learn about the definition of philosopher and try to match-up the quotation to the correct philosopher.

<p>medicines (Hippocrates).</p>		<p>recognise primary and secondary resources.</p>		<p>opportunity to consolidate their prior learning.  <b>Y5</b> – students could be offered the opportunity of possibly working in pairs to research information, which might allow them to locate more information in a shorter time frame.  <b>Y6</b> – students should be allowed the opportunity to research more than one of the 3 philosophers and explore which one they think had the greatest achievement.</p> <p><b>SEN:</b>  For our SEN students, templates should be given, with lines to write on.  Accompanying this, is a sheet with sentence starters on it. This should dissolve the struggle that some of our students have when trying to start writing.  A research sheet should also be given for note-taking.</p>	<p>Students may believe that medicine is a modern invention, rather than originating in this time period. Alternatively, students may think that medicine has always been around, such as advanced surgeries, etc.</p>	<p>Children will read through the Pythagoras WAGOLL and discuss why he is such an influence on the modern Western world. They will then research either Socrates, Plato or Aristotle and create their own information guide.</p> <p><b>Deepen the Moment Y6:</b>  They will be given a philosophical topic to debate in their book.  <b>Deepen the Moment Y5:</b>  They will be given a philosophical topic to debate in their book.</p>
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<p>Term 2 Week 5 (Lesson 3)</p> <p>Greeks are known for; philosophy, mathematics, medicines (Hippocrates).</p> <p>Hippocrates' Four Humours (liquids) were yellow bile, black bile, blood and phlegm.</p> <p>Hippocrates was the eponymous creator of The Hippocratic Oath.</p>	<p>LO: To understand how medicine developed in Ancient Greece.</p>	<p>NC - a study of Greek life and achievements and their influence on the western world</p> <p>To know and understand significant aspects of the history of the wider world.</p> <p>Study an ancient civilisation.</p>	<p>Hippocratic oath Physician The Four Humours Observation</p>	<p><b>GD:</b> The expectations for the GD students is that they will include more judicious vocabulary choices within their writing. A word wall could be produced within the lesson of vocabulary that they should include in their writing. They will have a success criteria based on GD criteria which will give them the opportunity to write at a higher and more fluent level. This will also push the students to incorporate knowledge from their prior learning. <b>Y6</b> – The success criteria and expectation set for Year 6 will be higher than that of Year 5. This criteria will be slightly different based on NC.</p>	<p>That medicine development happened much later than Ancient Greece.</p> <p>The Four Humours are something to do with comedy rather than related to the body.</p>	<p>See planning slides on trust shared. Children will be introduced to the Ancient Greek knowledge of the human body and disease.</p> <p>Children will discuss as a class whether they believe more should have been done to help the poorer people.</p> <p>Children use information to create a guide for a trainee Greek doctor.</p> <p><b>Deepen the Moment Y6:</b> Use the information you have gathered to analyse the positive impact of each of Hippocrates' ideas. <b>Deepen the Moment Y5:</b> Use the information you have gathered, how could the Ancient Greeks have done more to help the 'ordinary' and poor people.</p>

				<p><b>SEN:</b> For our SEN students a sheet with sentence starters on it will be provided. This should dissolve the struggle that some of our students have when trying to start writing.</p> <p><b>Y5 –</b> will be provided with the opportunity of using a scaffolded writing template which will help structure their writing. The teacher may want to plan out ideas on the board for the students to use.</p>		
<p>Term 2 Week 7 (Lesson 4)</p> <p>Children to be able to identify features of Ancient Greece and compare them to modern day Greece including the Parthenon. The ancient Greek people built a temple called the Parthenon for the goddess Athena</p>	<p>LO: To explore Ancient Greece</p>	<p>NC - a study of Greek life and achievements and their influence on the western world</p> <p>To know and understand significant aspects of the history of the wider world.</p> <p>Study an ancient civilisation.</p> <p>Make comparisons between different times in history.</p>	<p>Parthenon Athena Symposium Hellas Hellenes</p>	<p><b>GD writer:</b> Will include more judicious vocabulary choices within their writing. Their writing will be much more precise with conscious control of all aspects. GD historian: Will be able to showcase deeper knowledge and understanding of the ancient Greeks and may include aspects that haven't been taught.</p> <p>Y5 GD could use Y6 checklist which will</p>	<p>That no primary sources remain from Ancient Greece.</p> <p>That life was the same in Ancient Greek times than it is now.</p> <p>That there are no similarities between life then and now.</p> <p>That the ancient Greeks referred to themselves as Greek/ called their lands Greece.</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Explore worship – looking at the Parthenon, etc.</li> <li>• Explore homes – give description of a basic house and get the children to quickly sketch their impression based on what they have read.</li> <li>• Explore fashion at the time – could compare to fashion in the modern era. Discuss how money impacts on the clothes they wear.</li> <li>• Explore diet and what they would eat.</li> </ul>

<p>Women had fewer rights than, and different roles to men Ancient Greeks actually called Greece 'Hellas'</p>				<p>push them and allow them a more greater-depth of writing.</p> <p>SEN: The opportunity of producing the writing on a computer will be provided. For our SEN students a sheet with sentence starters on it will be provided. This should dissolve the struggle that some of our students have when trying to start writing. In addition, students will be provided.</p>		<ul style="list-style-type: none"> <li>Cover the role of a woman, man, slave, etc.</li> </ul> <p>They will then consider all other aspects of Ancient Greece that they have covered this term, and use this as an opportunity to demonstrate their learning.</p> <p>Before starting the main task, children will look at a brochure WAGOLL about modern Greece and will draw comparisons. See resources in folder – some full brochures so teachers can choose which to use and some short extracts ready to print.</p> <p>They will then create a brochure to persuade people to come and live in Ancient Greece. Separate checklist for Y5 and Y6.</p> <p><b><u>Deepen the Moment Y5:</u></b> Read the text and list the ways an aristocrat would spend their day.</p> <p><b><u>Deepen the Moment Y6:</u></b> Read the text and write a paragraph in your brochure to appeal to an aristocrat</p>
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Context (big picture learning)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. History equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Link to resources: **Trust Shared > Primaries > Departments > KS2 > Year 5 & 6 Curriculum Planning > Cycle B > Autumn - Who Let the Gods Out > History**

Folder name: **Autumn – Who Let the Gods Out > History**

Week 1 – Lesson 1

Week 2 – N/A (Geography)

Week 3 – Lesson 2

Week 4 – N/A (Geography)

Week 5 – Lesson 3

Week 6 – N/A (Geography)

Week 7 – Lesson 4

Week 8 – Assessment (consolidation)

## VIPs:

King Philip II and Alexander the Great ruled over Ancient Greece.

Ancient Greece was a civilization that dominated much of the Mediterranean thousands of years ago. At its peak under Alexander the Great, Ancient Greece ruled much of Europe and Western Asia.

The Greeks came before the Romans and much of the Roman culture was influenced by the Greeks.

The Ancient Greek period can be divided into three different periods: Archaic Period, Classical Period and Hellenistic Period.

The Olympics were held in 776BC and it was a religious ceremony. To be an athlete you had to be: male, of Greek origin and 'free' (no slaves, etc.)

Democracy is a fair political system where all adults vote for an elected government. It began in Ancient Greece where there were three main systems of democracy: The Ekklesia (Ecclesia), The Boule and The Dikasteria.



**Intent:** To help you understand where learning through reasoning and questioning, theories of how our bodies work, democracy, the Olympics and the importance of mathematics originated from and how they helped to shape modern Britain.

## Fat Question:

How have the Ancient Greeks shaped our modern world?



An important Greek temple built in Athens in honour of the Goddess Athena.

## Key People:

**King Philip II** - Philip II of Macedon was the king of the kingdom of Macedon from 359 BC until his assassination in 336 BC.



Pythagoras

**Alexander the Great** - King of the ancient Greek kingdom of Macedonia; united and secured the whole of Greece and fought against the Persian Empire to the East. Died aged 32 years old.

**Pythagoras** - Philosopher and Mathematician most known for his right-angle proof.

**Socrates** - credited as the Father of Western philosophy. Known for dialogues over writing.

**Plato** - Philosopher and student of Socrates; best known for writing 'Republic'.

**Aristotle** - Philosopher and student of Plato; pulled together existing philosophies resulting in his ideas influencing Western civilization for centuries to come.

**Homer** - legendary author, famous for writing the Iliad and Odyssey.



Socrates

## Key Vocabulary:

**Democracy** – a system where eligible people elect representatives.

**Oligarchy** – a system of government where a small group of people control everything.

**Parthenon** – a temple dedicated to Athena located on the Athenian Acropolis.

**Acropolis** – a fortified city core located on a rocky outcrop above Athens.

**Mount Olympus** – the highest mountain in Greece and the mythological home of the Greek Gods.

**Tyrants** – a ruler who seized power unconstitutionally or inherited power.

**Olympics** – a sporting event and sacrifice held every four years in honour of Zeus.

**Culture** – the beliefs, customs, arts etc., of a particular society, group, place or time.

**Architecture** – the art or science of designing and creating buildings.

**Philosophy** – the study of the basic ideas about knowledge, right and wrong, reasoning and the value of things.

**Empire** – a group of countries that are run by the government or another country.

**Myth** – a well-known story, which was made up in the past to explain natural events.

**Orator** – a public speaker, especially one who is eloquent or skilled.