

History Curriculum Unit Plan

Autumn term

Ancient Greeks



Society



Legacy



Invasion



Civilisation

National Curriculum:

- Understand historical concepts such as cause and consequence and historical significance
- Use sources to develop an understanding of historical enquiry
- Begin to gain an understanding of varied political, economic contexts over time
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Summative Assessment Question:

What makes a civilisation significant? – Ancient Greece

Vocabulary: Philosopher; mathematician; democracy; medicine; general; city-state; warriors

Unit end points:

Chronology

- Identify when the Ancient Greek period was and identify its chronological context in history

Significance

- Pupils can identify key figures in Ancient Greek history
- Pupils can name contributions made by Ancient Greece

Cause and Consequence

- Pupils can explain the impact that Ancient Greece had on democracy and government
- Pupils can examine contributions made to science, maths and literature
- Pupils can discuss how invasions and war changed society in Ancient Greece

Similarity and Difference

- Pupils can describe key differences between Athenians and Spartans

Continuity and change

- Pupils can use their knowledge of the Ancient World to describe changes in society over time

Using Evidence

- Pupils use a range of historical sources to gather information about the time period
- Generate own questions about the time period
- Pupils can choose a source and explain what it tells them




How this links to British Values:


1. Democracy
2. Rule of Law
3. Individual Liberty
4. Mutual Respect
5. Tolerance
6. Diversity




How this links to protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage
5. Pregnancy
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation




Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Society: All About Me</p>	<p>Society: How has time changed our local area?</p> <p>Legacy: Should we still look after castles?</p>	<p>Society: Why are the Victorians significant?</p> <p>Legacy: Why are the Victorians significant?</p> <p>Was the moon landing important?</p>	<p>Society: How did humankind move from surviving to thriving? (Stone, Bronze and Iron Age)</p> <p>What makes a civilisation significant? (Egypt)</p> <p>Legacy: How did humankind move from surviving to thriving? (Stone, Bronze and Iron Age)</p> <p>What makes a civilisation significant? (Egypt)</p> <p>Civilisation: What makes a civilisation significant? (Egypt)</p>	<p>Society: What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p> <p>Legacy: What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p> <p>Invasion: What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p> <p>Civilisation: What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p>	<p>Society: How did invasion impact Britain? (Anglo Saxon/Vikings)</p> <p>Why is Saltaire significant?</p> <p>Legacy: How did invasion impact Britain? (Anglo Saxon/Vikings)</p> <p>Why is Saltaire significant?</p> <p>Invasion: How did invasion impact Britain? (Anglo Saxon/Vikings)</p>	<p>Society: What is the impact of war? (WWII)</p> <p>Legacy: What makes a civilisation significant? (Ancient Islamic Civilisations)</p> <p>What is the impact of war? (WWII)</p> <p>Invasion: What makes a civilisation significant? (Ancient Islamic Civilisations)</p> <p>What is the impact of war? (WWII)</p> <p>Civilisation: What makes a civilisation significant? (Ancient Islamic Civilisations)</p>

	Week 1	Week 2	Week 3
Lesson Question	<p>When and where was Ancient Greece?</p> 	<p>What was life like for an Ancient Greek?</p> 	<p>What did the Ancient Greeks believe in?</p> 
Teaching and knowledge	<p>Flashback 4 in books</p> <p>Starter:</p> <p>Show a statue of Cleopatra; How can we tell this was an important person? Children to name 3 ways which the source demonstrates this.</p> <p>Teaching:</p> <ul style="list-style-type: none"> Show images of iconic Greek architecture and sculptures (Parthenon; Temple of Zeus; theatre of Epidaurus). Ask pupils what they think these images represent. Discuss briefly what they know about ancient civilizations. Use this opportunity to recap previous years learning. Provide a timeline showing key events in world history. Ask students to place Ancient Greece on the timeline. Show maps of the ancient world highlighting Greece (use Digi maps). Discuss the geographical features of Ancient Greece. Draw attention to what was happening in Britain at the time (Iron Age) <p>Children to work as tables finding some key geographical features of Greece and also key historical features (similar time to Egypt etc.)</p>	<p>Flashback 4 in books</p> <p>Starter:</p> <p>Who lives there? Bring a bag filled with things a person may throw away (old bus tickets, cat food boxes etc) reveal the items to the children; can they work out information about who lives in the house from what they throw away?</p> <p>Teaching:</p> <ul style="list-style-type: none"> Show the previous lesson's map – quick recap of the prior learning about Greece's location and other civilisations around at the time. Show some pictures of famous Greeks – does anyone know who they are? Why might they have statues? Ask why they think we are learning about Ancient Greece? Show different homes of people with different backgrounds. Let tables use the pictures to work out who might have lived there? Did they have money? Repeat with different types of food and clothes Children to use pictures to create a profile as a table of who might have lived in their home and eaten the food they have pictures of. Make sure the pictures of homes are primary sources of ruins Children to present their findings about the people they studied to the class. Use BBC for extra information for children 	<p>Flashback 4 in books</p> <p>Starter:</p> <p>Show a mixed-up time line with previous civilisations taught; make some obvious errors with dates and with CE instead of BCE to check understanding.</p> <p>Teaching:</p> <ul style="list-style-type: none"> Show images of Greek temples, sculptures, and pottery – give each table a separate image – hat can they see? What could it be for? What questions can they ask about it? Explain the Greeks depicted heroes, gods and goddesses and they believed in more than 1. Focus on 3 major Gods/ heroes/ monsters that they may be familiar with (Hercules; Zeus; Medusa) – who were they? What were they known for? Divide the pupils into small groups and provide each group with information about a specific Greek god or goddess. Share with class; how might these different Gods/ Goddesses shaped people in society? Use a range of information and sources such as temples; myths – distinguish between one being a primary source and the other being a type of story

Disciplinary skills focus	<p>Chronology</p> <ul style="list-style-type: none"> Identify when the Ancient Greek period was and identify its chronological context in history 	<p>Chronology</p> <ul style="list-style-type: none"> Identify when the Ancient Greek period was and identify its chronological context in history <p>Using Evidence</p> <ul style="list-style-type: none"> Pupils use a range of historical sources to gather information about the time period Generate own questions about the time period Pupils can choose a source and explain what it tells them <p>Continuity and change</p> <ul style="list-style-type: none"> Pupils can use their knowledge of the Ancient World to describe changes in society over time 	<p>Chronology</p> <ul style="list-style-type: none"> Identify when the Ancient Greek period was and identify its chronological context in history <p>Significance</p> <ul style="list-style-type: none"> Pupils can identify key figures in Ancient Greek history <p>Continuity and change</p> <ul style="list-style-type: none"> Pupils can use their knowledge of the Ancient World to describe changes in society over time
Work in books	<p>Children to stick maps in books; create a spider diagram of key discussion points about what they notice about the civilisations around Greece, how Greece is split up and any interesting geography they notice.</p>	 <p>Use the template and speech bubbles to describe a life of 2 of the 3 people who might have lived in Ancient Greece.</p>	<p>Time capsule: Children to place 2 gods/goddesses into the time capsule.</p> <p>Which were the most significant? Why have they chosen them?</p>
Sources	<p>Who were the ancient Greeks? - BBC Bitesize Greece Country Profile - National Geographic Kids Ancient Greeks Primary Resources National Geographic Kids (natgeokids.com)</p>	<p>What was it like to live in ancient Greece? - BBC Bitesize Life in Ancient Greece (nationalgeographic.org) Ancient Greeks Primary Resources National Geographic Kids (natgeokids.com)</p>	<p>What did the ancient Greeks believe in? - BBC Bitesize The Gods and Goddesses of Ancient Greece! - National Geographic Kids (natgeokids.com) Ancient Greek Myths National Geographic Kids (natgeokids.com) Ancient Greeks Primary Resources National Geographic Kids (natgeokids.com) BBC Teach Gods and Goddesses- https://www.youtube.com/watch?v=XZTrAM1_WIo</p>

	Week 4	Week 5	Week 6
Lesson Question	<p>How was Ancient Greece structured?</p> 	<p>Was Athens an important place?</p> 	<p>Would you have liked living in Sparta?</p> 
Teaching and knowledge	<p>Flashback 4 in books</p> <p>Starter:</p> <p>Show a range of Greek sources: Pottery, houses, weapons. Children to choose which source best answers the question: how did the Ancient Greeks used to live? Children to give reasons for their answers.</p> <p>Teaching:</p> <ul style="list-style-type: none"> Recap the different types of people that you might find living in Greece. Who are they? What jobs might they have? Look at Britain today; what do they know about the society they live in: what people do they know and see? Who makes the decisions? Does everyone always agree etc? Show the differences between the place they live and Greece being a city state? What problems might Ancient Greece have if they each city has a different person in charge? Explain this was the 'Greek Dark Ages' and ask what this might mean? Find and locate a range of city states on the map: draw attention to Sparta and Athens. Were there any positives from city states? Children to work in tables to research and discuss the different city states of Troy, Athens and Sparta – How they were structured etc Discuss their contribution to democracy and any similarities with democracy today. 	<p>Flashback 4 in books</p> <p>Starter:</p> <p>Display the 3 city states on the board. Ask some quick-fire questions based on the previous lesson and children to choose the correct city state for the information or picture.</p> <p>Teaching:</p> <ul style="list-style-type: none"> Recap brief outline of Athens; what was Athens known for? What were the main features you remember? What were the negatives and positives of being a city state? Locate Athens on a map showing key ruins from Ancient Greece; what impressions do they get of Athens from the pictures? Create a class tell me grid: culture; government; architecture; people Children to use information, to write on post-its and stick to class tell me grid. As a class, build a written picture of Athens: Silent Debate: Was Athens an important place? Share what is written as a class and allow children to feedback making references to their achievements for art, science, mathematics and philosophy and the legacy that has left today. 	<p>Flashback 4 in books</p> <p>Starter:</p> <p>Boys like football.</p> <p>Explain this is a generalisation. Ask children what is wrong with the generalisation. Explain we need them for history or we can't say anything about anyone as they are not here to ask!</p> <p>As a class, create a generalisation that could work for Ancient Greece so far; using the words 'might,' 'some' and 'could' are much better for making historic generalisations.</p> <p>Teaching:</p> <ul style="list-style-type: none"> Recap the previous lesson looking at Athens. Locate Sparta on a map Give children statements about what life was like in Sparta: For example; Boys were taken from their parents at 7; men all served in the army; they ate simple food; boys did military exercises every day Children to discuss what they think and feel: is it fair? What questions can we ask about it? Compare it to Athens and teach about their rivalry/differences in their societies and achievements.

Disciplinary and substantive focus	<p>Significance</p> <ul style="list-style-type: none"> Pupils can identify key figures in Ancient Greek history Pupils can name contributions made by Ancient Greece <p>Cause and Consequence</p> <ul style="list-style-type: none"> Pupils can explain the impact that Ancient Greece had on democracy and government Pupils can discuss how invasions and war changed society in Ancient Greece <p>Continuity and change</p> <ul style="list-style-type: none"> Pupils can use their knowledge of the Ancient World to describe changes in society over time 	<p>Significance</p> <ul style="list-style-type: none"> Pupils can name contributions made by Ancient Greece <p>Cause and Consequence</p> <ul style="list-style-type: none"> Pupils can explain the impact that Ancient Greece had on democracy and government Pupils can examine contributions made to science, maths and literature <p>Similarity and Difference</p> <ul style="list-style-type: none"> Pupils can describe key differences between Athenians and Spartans <p>Using Evidence</p> <ul style="list-style-type: none"> Pupils use a range of historical sources to gather information about the time period Generate own questions about the time period 	<p>Chronology</p> <ul style="list-style-type: none"> Identify when the Ancient Greek period was and identify its chronological context in history <p>Significance</p> <ul style="list-style-type: none"> Pupils can name contributions made by Ancient Greece <p>Cause and Consequence</p> <ul style="list-style-type: none"> Pupils can explain the impact that Ancient Greece had on democracy and government Pupils can discuss how invasions and war changed society in Ancient Greece <p>Similarity and Difference</p> <ul style="list-style-type: none"> Pupils can describe key differences between Athenians and Spartans <p>Using Evidence</p> <ul style="list-style-type: none"> Pupils use a range of historical sources to gather information about the time period Generate own questions about the time period
Work in books			<p>Children use a Venn diagram to compare the structure and contributions of Sparta and Athens.</p> <p>What generalisations can they make about the people who lived in those places? Which place would they rather have lived? Why?</p>
Sources	Ancient Greece The city states KS2 History BBC Teach (youtube.com)	Lesson: The city-state of Athens KS2 History Oak National Academy (thenational.academy) How did the ancient Greeks change the world? - BBC Bitesize	https://www.thenational.academy/teachers/programmes/history-primary-ks2/units/ancient-greek-civilisation-what-do-we-know-about-ancient-greece/lessons/spartas-rivalry-with-athens

	Week 7	Week 8	Week 9
Lesson Question	<p>Did war affect the Ancient Greeks?</p> 	<p>Was Alexander the Great really 'great'?</p> 	<p>Who was the most important Ancient Greek?</p> 
Teaching and knowledge	<p>Flashback 4 in books</p> <p>Starter</p> <p>Assess prior knowledge by asking:</p> <ul style="list-style-type: none"> What do you already know about ancient Greece? 	<p>Flashback 4 in books</p> <p>Starter</p> <p>To assess prior knowledge, start the lesson by asking students what they already know about Alexander the Great. This</p>	<p>Flashback 4 in books</p> <p>Starter</p> <p>Begin the lesson by showing images of famous ancient Greek figures such as Alexander the Great (links to previous</p>

- Have you heard about any wars that took place in ancient Greece?
- Why do you think war might have had an impact on ancient Greek society?

Begin the lesson by showing images of ancient Greek warriors and their weapons on the interactive whiteboard. Students will be asked to discuss in pairs what they see and what they think these images represent in relation to war (children may make links to the previous lesson on Sparta).

Teaching:

- Introduce the topic by providing an overview of the importance of war in ancient Greek society (links to Sparta).
- Explain the causes and effects of war on ancient Greek society using simple language and relatable examples focusing on causes, key events, and outcomes.

What do you think were the main reasons ancient Greeks went to war?

How do you think wars changed Ancient Greek society?

Can you identify any parallels between Ancient Greek wars and modern conflicts?

- Divide the class into small groups, students will be given scenarios/fact files depicting different wars in ancient Greece, their causes, key events, outcomes/impact on society. They will discuss and identify the causes and effects of those wars on Greek society. Give them a table to record their thoughts on each war with a section for:
 - Which war
 - When it happened
 - Who was involved
 - A brief summary of why it started
 - A brief summary of what happened
 - Why it ended
 - The impact it had on Ancient Greek society
- In the end, each group will present their findings on the impact of war on ancient Greek society. The teacher will facilitate a class discussion, encouraging students to compare and contrast the effects of different wars on ancient Greece.
- Students will build on the simple timeline work from lesson 1 by summarising significant wars in ancient

could be done through a class discussion or a quick quiz to gauge students' familiarity with the historical figure.

- Begin the lesson by showing a map of Alexander the Great's empire.
- Ask students to identify the regions that were part of his empire and what they know about his conquests.
- Discuss with students' what qualities they think make a historical figure 'great'.

Teaching:

- Introduce Alexander the Great and provide a brief overview of his life, conquests, and legacy.
- Present differing perspectives on Alexander the Great's achievements - portray both positive and critical views from historians (sources).
- Define key vocabulary such as 'empire', 'conquest', 'legacy', 'leadership', 'historical context'.
- Divide the class into small groups and provide them with sources presenting different opinions on Alexander the Great. Give them a table to record their thoughts on each source with a section for:
 - A description of the source.
 - Who wrote it and when.
 - A brief summary of what the source says (if written).
 - Their thoughts about why the source might not be useful (bias etc).
 - Ideas about what the source **can** tell us.
- Students analyse the sources and discuss whether they believe Alexander the Great was truly great, supporting their opinions with evidence from the sources.
- Encourage students to consider the impact of Alexander the Great's conquests on different regions and people.
- Bring the class back together and have each group share their conclusions.
- Facilitate a class discussion where students can challenge each other's viewpoints respectfully.
- Summarize key points and encourage students to think critically about historical figures (Why can't we take sources at face value? – who it was written by/not by etc).


lesson), Plato, Socrates, Homer, and Aristotle.

Ask students what they know about these individuals and encourage them to share any prior knowledge they have. Discuss why these figures are considered important in ancient Greek history.

Teaching:

- Introduce the concept of significance and explain that significant individuals leave a lasting impact on society.
- Provide brief biographical information about key ancient Greek figures, highlighting their achievements and contributions.
- Use visuals, stories, and anecdotes in the forms of sources.
- Divide the class into small groups and assign each group a different ancient Greek figure to research. (We have looked at ATG previously so this could be used as a potential scaffold for LA).
- Provide resources such as fact-files, books, websites, or printed materials for students to gather information.
- Encourage groups to create a presentation to showcase their chosen figure's importance.
- Each group presents their findings to the class, highlighting why they believe their assigned figure was the most important ancient Greek.
- Encourage respectful discussion and debate among students.
- Conclude by revisiting the initial question and asking students to reflect on their own opinion and has it changed since being presented with further information?

	Greece and their impact on Ancient Greek civilization and adding them to the timeline.		
Disciplinary and substantive focus	<p>Chronology</p> <ul style="list-style-type: none"> Identify when the Ancient Greek period was and identify its chronological context in history <p>Significance</p> <ul style="list-style-type: none"> Pupils can name contributions made by Ancient Greece <p>Cause and Consequence</p> <ul style="list-style-type: none"> Pupils can explain the impact that Ancient Greece had on democracy and government Pupils can discuss how invasions and war changed society in Ancient Greece <p>Continuity and change</p> <ul style="list-style-type: none"> Pupils can use their knowledge of the Ancient World to describe changes in society over time <p>Using Evidence</p> <ul style="list-style-type: none"> Pupils use a range of historical sources to gather information about the time period Generate own questions about the time period Pupils can choose a source and explain what it tells them 	<p>Chronology</p> <ul style="list-style-type: none"> Identify when the Ancient Greek period was and identify its chronological context in history <p>Significance</p> <ul style="list-style-type: none"> Pupils can identify key figures in Ancient Greek history Pupils can name contributions made by Ancient Greece <p>Cause and Consequence</p> <ul style="list-style-type: none"> Pupils can explain the impact that Ancient Greece had on democracy and government Pupils can discuss how invasions and war changed society in Ancient Greece <p>Using Evidence</p> <ul style="list-style-type: none"> Pupils use a range of historical sources to gather information about the time period Pupils can choose a source and explain what it tells them 	<p>Significance</p> <ul style="list-style-type: none"> Pupils can identify key figures in Ancient Greek history Pupils can name contributions made by Ancient Greece <p>Cause and Consequence</p> <ul style="list-style-type: none"> Pupils can examine contributions made to science, maths and literature Pupils can discuss how invasions and war changed society in Ancient Greece <p>Using Evidence</p> <ul style="list-style-type: none"> Pupils use a range of historical sources to gather information about the time period Pupils can choose a source and explain what it tells them
Work in books	Students will build on the simple timeline work from lesson 1 by illustrating significant wars in ancient Greece and their impact on the civilization and adding them to the timeline.	Students to decide whether they think ATG was great or not and why. Write their opinion up and support their opinion by using the information from the sources in the lesson. Children may decide he is great, isn't great or a bit of both but they must back this up with evidence.	Time capsule: Children to place 1 significant Ancient Greek into the time capsule. Which were the most significant? Why have they chosen them?
Sources	<p>Further potential key vocab:</p> <ul style="list-style-type: none"> Phalanx: A military formation in which soldiers are positioned shoulder to shoulder with shields overlapping. Hoplite: A heavily armed foot soldier in ancient Greece. Persian Wars: Series of conflicts between Greek city-states and the Persian Empire in the 5th century BCE. Peloponnesian War: War fought between Athens and Sparta, lasting from 431 to 404 BCE. <p>https://www.bbc.co.uk/bitesize/articles/zckr4wx#zr6496f</p>	<ul style="list-style-type: none"> Maps showing Alexander the Great's empire Valid sources presenting different perspectives on Alexander the Great <p>https://www.bbc.co.uk/history/historic_figures/alexander_the_great.shtml</p> <p>https://www.thenational.academy/teachers/programmes/history-primary-ks2/units/ancient-greek-civilisation-why-is-alexander-called-the-great/lessons/alexanders-achievements#slide-deck</p>	

Week 10/11	
Lesson Question	<p>What made the Ancient Greeks significant?</p> 
Teaching and knowledge	<p>Flashback 4 in books</p> <p>Starter</p> <p>Assess prior knowledge:</p> <p>Show the students a map of the ancient Greek Empire.</p> <ul style="list-style-type: none"> • What do you already know about the ancient Greeks? • Can you name any famous ancient Greek figures or inventions? • How do you think ancient Greek culture has influenced the world today? • Begin the lesson by showing images of famous ancient Greek landmarks, statues, and inventions on the board. Also have these spread around the classroom. Ask students to write down what they know about these images on post it notes and stick them on the relevant image. Recap as a class. <p>Teaching:</p> <ul style="list-style-type: none"> • Recap the concept of legacy and explain how it refers to something passed down from the past. • Recap an overview of ancient Greek civilization, highlighting key achievements in areas such as art, architecture, philosophy, sport and government. • Divide the class into small groups and assign each group a specific aspect of ancient Greek culture (e.g., art, architecture, philosophy). • Have each group conduct research using provided resources (books, websites, fact-files etc.) to create a poster or presentation showcasing the legacy of the ancient Greeks in their assigned area. • Encourage creativity and critical thinking in presenting their findings. • Each group presents their poster or presentation to the class, explaining the significance of the ancient Greek legacy in their chosen aspect. • Facilitate a class discussion on the similarities and differences between the various legacies/achievements discussed. Use these discussions to answer the question what made the Ancient Greeks significant. Students to use the knowledge from the presentations to create a double page mind map detailing the significance of the Ancient Greeks in their books.
Disciplinary and substantive focus	<p>Significance</p> <ul style="list-style-type: none"> • Pupils can identify key figures in Ancient Greek history • Pupils can name contributions made by Ancient Greece <p>Cause and Consequence</p> <ul style="list-style-type: none"> • Pupils can explain the impact that Ancient Greece had on democracy and government • Pupils can examine contributions made to science, maths and literature • Pupils can discuss how invasions and war changed society in Ancient Greece <p>Continuity and change</p> <ul style="list-style-type: none"> • Pupils can use their knowledge of the Ancient World to describe changes in society over time <p>Using Evidence</p> <ul style="list-style-type: none"> • Pupils use a range of historical sources to gather information about the time period
Work in books	Create a double page mind map detailing the significance of the Ancient Greeks
Sources	See previous links from earlier lessons

