

Year 5&6: Great Greeks



Substantive Concept: Empire

Essential Learning:

By the end of this topic, you will have learned:

- Who the ancient Greeks were and place their civilisation in time
- About the three main types of government of ancient Greece: monarchy, oligarchy and democracy within the different city states.
- Why there was conflict between Athens and Sparta; similarities and differences between the two city states.
- To discuss, ask and answer questions about famous the ancient Greek scholars and philosophers: Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes.
- How modern-day life has been influenced by the ancient Greeks (legacy)

Enquiry Driver: What is the ancient Greeks greatest legacy?

Chronology

Make connections between periods of history

Continuity and Change

Explain change and continuity across and within periods of history

Cause and Consequence

Analyse and explain the results of historical event, situations and changes

Historical Vocabulary

Interpret historical language in the context of concepts and questions linked to periods of history

Perspectives and Interpretations

Explain how and why different historical viewpoints and interpretations have been constructed

Similarities and Differences

Analyse the diverse experiences, beliefs and attitudes of people in past societies

Prior Learning: Y3&4 - ancient Egyptians so will be familiar with the terms BC and AD, Romans & term 'empire'
Children will have a developing understanding of chronology

Curriculum Enrichment:

Hook: Build a model Parthenon
End: Hold a Greek Day

Outdoor learning:

Key Vocabulary:

Ancient, empire, monarchy, oligarchy, democracy, Parthenon, scholar, philosopher, Peninsula, Mediterranean Sea, Alexander the Great

Skills/National Curriculum Links

History

NC:

- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
Ancient Greece – a study of Greek life and achievements and their influence on the western world

Children should:

- Place events, people and changes into correct periods of time.
- Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied.
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade
- Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers.
- Recognise social, cultural, religious and ethnic diversity of societies.
- Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them.
- Select and combine information from different sources.
- Recall, select, organise and communicate historical information in a variety of ways.

Key Questions:

What is an Empire? In what ways was ancient Greece 'ahead of its time'? Can children name and place in chronological order, the main time periods of ancient Greece?

Can children discuss some of the main events from each time period they have looked at?

What are some of the advantages and disadvantages of democracies and monarchies? Which type of government do they think is best?

What do we know about the religious beliefs of other ancient civilisations? What did the people of ancient Greece believe?

How do artefacts help historians understand what life was like in the past?

Resources:

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

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

<https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd>

Science

NC:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity).
- Gravity can act without direct contact between the Earth and an object.
- Friction, air resistance and water resistance are forces which slow down moving objects.
- Friction, air resistance and water resistance can be useful or unwanted.
- The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect.
- More than one force can act on an object simultaneously (either reinforcing or opposing each other).

Geography

NC:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references.

FORCES

Scientific Enquiry

Children should:

- Select and plan the most appropriate type of scientific enquiry to answer specific questions.
- Make predictions based on scientific knowledge and understanding.
- Carry out a range of scientific investigations.
- Recognise and control variables where appropriate during investigations.
- Identify scientific evidence that has been used to support or refute ideas.
- Take measurements using a range of scientific equipment with accuracy and precision.
- Decide when observations and measurements need to be checked, by repeating, to give more reliable data.
- Select information from a range of sources.
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT.

Children should:

- Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes.
- Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways.
- Use appropriate geographical vocabulary to communicate in a variety of ways.

Locational knowledge: Locate Greece on a modern-day map using atlases and globes. Locate Athens and other cities and name some of the Greek islands EG Crete. Label surrounding seas and bordering countries.

- Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions.
- Present reports of findings in written form, displays and presentations.
- Use test results to make predictions and set up further comparative and fair tests.

Topic link: How Isaac Newton overturned Aristotle’s idea of gravity

Working scientifically:

Gods v humans

[Forces \(Y5\) | PLAN \(planassessment.com\)](#)

<https://www.twinkl.co.uk/resource/science-forces-year-5-unit-pack-tp2-s-330>

[Year 5: Forces | STEM](#)

[Activities - Explorify](#)

https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=5e

Compare the modern-day map to an ancient map of Greece. What is similar? What is different? Label some of the important city states EG Athens, Sparta, Thebes, Corinth & Delphi

DT

HOOK:

To be able to design, create and evaluate a reproduction of the Parthenon.

[The Parthenon - 3D reconstruction - Bing video](#)



Purpose & Criteria: Model of the Parthenon

Design: [Stronger structures \(Activity\).doc](#)

Make: [How to make a structure stronger - BBC Teach](#)

Using skills rehearsed build a model of the Parthenon

Evaluate: is the end product as expected? What could have been improved?

Art

3D Sculpture

Greek pots

Ancient Greek artists were known for creating black and red decorated pots. Early pots featured black figures on red backgrounds but from the 5th century BC onwards, they changed to red figures on black. The designs on their pottery told a story. Some told stories of daily life, others told stories of wars and heroes.

Why do you think the Greeks decorated their vases with stories? What shapes and patterns can you see? Why do you think the Greeks used these patterns/what do you think they were inspired by? How do you think the Greeks learnt to create and mould vases?

MFL

This is France!

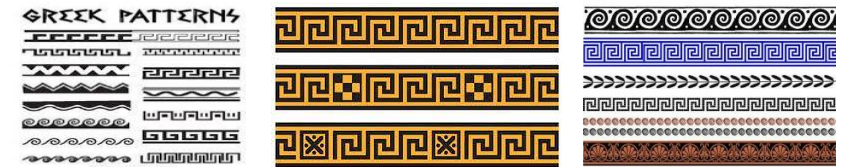
Children will learn key vocabulary related to France and, in particular, Paris. Your class will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris

[French: This is France! Year 6 Planning Overview - Twinkl](#)



Collect and draw examples of those researched and studied in sketch books.

Look at the different patterns around the top and practise



<https://romeromac.com/wp-content/uploads/2020/02/Year-4.-The-Greeks.-Art-Planning.pdf>

Computing/ICT

Online bullying – Project Evolve

NC:-

- Be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
 - Understand the opportunities computer networks offer for communication and collaboration.

PSHE

Healthy and Unhealthy - 5 lessons (+ 2 optional topic linked lessons)

Value – Honesty

NOTE – The Life Education Visit will cover lots of this term's lesson objectives. Use your own judgement to ensure there is sufficient coverage of lesson objectives over this half term.

[Vaping: healthy or unhealthy? \(Y5\)](#)

LO: Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media;

Pupils should be taught to: -

- Understand some malicious adults may use various techniques on the Internet to make contact, elicit personal information and 'groom' young children, e.g., fake profiles.
 - Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world.
 - Know that they should tell a trusted adult immediately if they are asked to meet anybody from the online world in the offline world.
 - Know how to report any suspicions, e.g., through school's eSafety policies and procedures and the use of CEOP's 'report abuse' button, which links directly to the police.
 - Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures /AUP.
 - Know how to report an incident of cyber bullying if and when it occurs, according to the school's eSafety policies and procedures /AUP.
 - Understand that they should not publish other peoples' pictures/tag them without permission.
 - Know that content, e.g., photographs and videos, put online are very difficult to remove
- Understand how their own inappropriate conduct can put them at risk whilst online

Click on the following link to find lesson objectives and planning for this unit:-

[Search and Access Resources](#) ▶ [Strand](#) ▶ [Online Bullying | ProjectEVOLVE](#)

Programming – games

NC: -

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk.

[Joe's story \(part 1\) \(OPTIONAL\)](#) (Y6)

LO: Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.

[Drugs: it's the law!](#) (Y6)

LO: Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.

[Alcohol: what is normal?](#) (Y6)

LO: Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.

[Taking notice of our feelings](#) (Y5)

LO: Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

OPTIONAL – Could link or support Topic learning:

[Democracy in Britain 1 - Elections](#) (Y6) (Non-Statutory) Topic Link

LO: learning about how democracy works in this country.

[Democracy in Britain 2 - How \(most\) laws are made](#) (Y6) (Non-Statutory) Topic Link

LO: learn about the process of how laws are made in this country.

- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web.
 - Appreciate how results are selected and ranked.

Pupils should be taught to: -

- Use repetition* and selection* in programs.
- Use variables* in programs.
- Design and create programs using decomposition.
- Design programs to accomplish specific tasks or goals.
- Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.
- Use procedures in programs..
- Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.
 - Use programming software to create simulations.

Useful websites/resources: -

<https://www.twinkl.co.uk/resource/tp2-i-139-new-planit-computing-year-6-kodu-programming-unit-pack>

[Programming A – Variables in games \(teachcomputing.org\)](#)

<https://www.stem.org.uk/elibrary/resource/36040>

<https://www.kodugamelab.com/about/>

NC Pupils should be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- use and understand staff and other musical notations

<https://www.bbc.co.uk/teach/school-radio/music-ks2-ancient-greece-index/zrnkjr>

Listening Listen to the different songs about ancient Greece.

Singing Learn to sing them in tune.

Improvise using pitched and unpitched percussion. Accompany the songs improvising on both pitched and unpitched instruments. Use the scores to learn parts of the song on the keyboard or recorder.

Compose own verse and chorus for a song about ancient Greece.

Cross-curricular Maths:

Measurement: Time – day in the life of a Greek child (time of daily events)

R.E.

Christianity (Jesus)

What do we mean by a miracle?

Coverage:

- Miracles of Jesus
- Pilgrimage

English Focus 1

Greek Myths and Legends (3 weeks)

<https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd>

Reading phase: Share Greek myths – read a range of Greek myths, listen to the stories from above website, watch

Summarise the gist of the story using hashtags. Make inferences about characters from Greek myths read using an emotion graph and emojis. Identify the main points/events in the myth and put them in order of importance. Make a point about a character and support it with evidence from the myth (PEE)

Use story telling techniques to retell a myth by heart, then children work in small groups to retell a story for radio, demonstrating the essential use of the voice. Use story mapping to aid retelling. Add music?

Explore the features of a Greek myth and create working wall checklist.

English Focus 2

Newspaper reports

Trojan War <https://www.bbc.co.uk/teach/school-radio/history-ks2-ancient-greece-the-trojan-war-troy/zhbdd6f>

Battle of Marathon

The Peloponnesian War

Reading phase:

Read and answer questions about some of the wars in ancient Greece

Story board the Battle of Troy

Read 'The Troy Plot' stage 4 Literacy Shed+ example of newspaper and highlight the key features of journalistic writing

Gathering content:

Dramatize a scene from a familiar myth studied, hot seat characters, use conscience alley – EG as King Midas

Short writing opportunity: Character descriptions, letter & diary linked to Theseus and the Minotaur

Gathering content: Compare different versions of the same story - chart what changes/stays the same. EG Hercules

Dramatize a scene from a familiar myth studied, hot seat characters

Vocabulary gathering for sentence openers, paragraph starters, character and setting descriptions etc

Short writing opportunity: Character descriptions & email/text messages from one character to another.

Writing phase: Create a new setting and task/labour for Hercules to carry out – include the key features of myths

Independent write:

Cross-curricular Writing: gods/goddesses fact file + character description of one of the 12 Olympians or own creation

Speaking and listening: historical/oral debate - which was the better city to live in – Athens or Sparta?

Guided Reading: Stage 5 Traditional Greek Myths Stage 6 Ancient Greece

New report 'live' at the scene of the battle, include eye-witness accounts and look at how they could then be used as quotes in the writing phase

Rehearse example headlines and sentence starters

Writing phase:

Use Pie Corbett's 'Box it up' planning format for each paragraph
Write a newspaper report for one of the battles following modelling and scaffolding led by teacher.

Independent write: A newspaper report on one of the battles read about in the reading phase

Cross-curricular Writing:

Comparison of modern and Ancient Greece

Guided Reading: Famous Greeks Stage 4 Literacy Shed+