

## Year 6 History Planning with Skills

### The Ancient Greeks - 2019/2020

Objective	Starter	Main Activity	Plenary	History Skills
To introduce the ancient Greeks.	What do you know about the ancient Greeks? Discuss what the class know/think they know	<p>Chd to use an atlas to find Greece and neighbouring countries. What can we say about Greece from looking at the map?</p> <p>Ppt - The Ancient Greeks. Discuss the ppt, chd could make notes for use later</p> <p>In books chd to stick in a map of Ancient Greece and compare it with modern day Greece. Write down any facts that they have retained from the ppt</p>	In books children to write three things they want to find out about the ancient Greeks over the course of the topic.	<b>Knowledge and understanding of past events, people and changes in the past</b> - know key dates, characters and events of time studied
To understand where and when the Greeks were.	Recap previous session. Discuss other historical eras that the chd have covered.	<p>Use mini-map to show where Ancient Greeks, Romans, Egyptians, Vikings and Saxons were in relation to each other.</p> <p>Create a simple timeline to show where in history each of these civilisations stood.</p>	Chd to write down a fact from each era/culture that they remember	<b>Chronological understanding</b> - place current study on timeline in relation to other studies
To be able to justify choices made	<p>How do we know so much about any ancient civilisation?</p> <p>Who are the people that have given us this knowledge?</p> <p>Discuss archaeology, and primary and secondary sources.</p> <p>Show Primary and secondary resources ppt. Discuss and feedback on suggestions.</p>	<p>Explain that today we will be looking at some secondary source artefacts and what these can tell us about the everyday life of the Ancient Greeks.</p> <p>Give out Greek artefact sheet (with a range of different artefacts on). Chd to decide what each is, what it was made of, how it was used, etc - giving reasons why they made those choices.</p> <p>Once chd have completed the sheet, take feedback, then give out artefacts and greek books. Chd to research and compare their suggestions about the objects.</p> <p>EXT - do these artefacts have a modern day equivalent? If so, what is it? If not, why do you think that is?</p>	Feedback thoughts and ideas to the rest of the class	<p><b>Historical interpretation</b> - recognise primary and secondary sources</p> <p><b>Historical enquiry</b> - ask a variety of questions</p>

<p>To understand how the Ancient Greeks governed themselves.</p>	<p>Use Google Earth to recap location of Greece and to find Athens and Sparta. Explain that Ancient Greece was split into city states which were very different.</p>	<p>Use City States Powerpoint (Google Drive) Compare Athens and Sparta in history books. How were they governed? Read through Powerpoint with children taking notes of details for Athens and Sparta. Chd to compare the two city states and choose which one they would like to live in and why.</p>	<p>Feedback on EXT task.</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b> - Compare and contrast ancient civilisations</p>
<p>To identify Greek gods and know which ones were the more important.</p>	<p>Introduce the pantheon of the gods. Where did they live? Who were they? What were they in charge of? Who was in charge of all of the gods?</p>	<p>Use Greek Gods Powerpoint (on Google Drive). In history books, children to choose four Ancient Greek gods and create four mini-fact files on each (name, god of, picture, related to etc).</p>	<p>Create gods and goddesses family tree as a class.</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b> - find about beliefs  <b>Organisation and communication</b> - select aspect of study to make a display</p>
<p>To understand the common features of Greek myths.</p>	<p>What is a myth?  Discuss Introduction to Greek Mythology ppt with class</p>	<p>Read through the Labours of Heracles story. Who was Heracles? Split the class into 6 groups with each being given 2 labours. What is the point of the labours? What do they have in common? What other tasks could have been set for Heracles?  In groups, the chd to act out their 2 labours in order with the rest of the class. CT to take pictures of the tableaux to be stuck into history books and captioned.</p>	<p>Share scenes with the class. Discuss what went well and what needs to be improved.</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b> - know key dates, characters and events of time studied  <b>Organisation and communication</b> - use a variety of ways to communicate knowledge and understanding</p>
<p>To understand why we know about everyday life in Ancient Greece</p>	<p>How do we know so much about the Ancient Greeks?  Read and discuss the first 5 slides of Greek pots PPT</p>	<p>Continue with the PPT, discussing with the chd what is shown on the pottery, and how this tells us about the everyday lives of the Ancient Greeks.  Chd to use iPads to research further into the types of pottery and the scenes of everyday life depicted on them.  Use: <a href="http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html">http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html</a></p>	<p>How was life then similar to life now? How was it different?</p>	<p><b>Knowledge and understanding of past events, people and changes in the past</b> -  <b>Historical enquiry</b> - use a range of sources to find out about an aspect of time past.</p>

		<p>Children to write research notes in books. Then design their own pot with a modern picture giving reasons why they have chosen it.</p> <p>LA - Design own pot using sheet SEN - design own pot using template</p>		
<p>To understand why Greece became unified.</p>	<p>Look at battle between Greece vs Persia Thermopolis/Marathon.</p> <p>What happened in each battle?</p> <p>What legacy was left behind by these battles?</p>	<p>Read through battle of Marathon text together, discuss any misconceptions around the account.</p> <p>Children to answer questions independently and mark together as a class, discuss any answers that may have been misinterpreted, identify why.</p> <p>What legacies have been left behind by this battle, how did they settle their differences?</p>	<p>Is there any legacy of the Battle of Marathon?</p>	<p><b>Historical enquiry</b> - use a range of sources to find out about an aspect of time past.</p> <p><b>Knowledge and understanding of past events, people and changes in the past</b> - know key dates, characters and events of time studied</p>
<p>Understand the reasons why the Olympics came to be.</p>	<p>Recap the Battle of Marathon and the way it was/is commemorated</p>	<p>Discuss the initial formation of the Olympics and the events within them.</p> <p>Why did they have an Olympics? What purpose did it serve? What events were created in the initial formation of the Olympics?</p> <p>(Boxing, Javelin, Discus, Jumping, Running, Wrestling, Pentathlon, Pankration, Horse Racing, Chariot Racing).</p> <p>How have the games changed over the years? What have survived to today?</p> <p>Children to look through Horrible Histories magazine (as well as other sources) all about the different events in the Olympics.</p> <p>Children to create a poster that includes many of the events discussed.</p> <p>Work to be used for whole class display.</p>	<p>Share any interesting or unusual facts</p>	<p><b>Knowledge and understanding of past events, people and changes in the past.</b></p> <p><b>Chronological understanding</b></p>
<p>Know how the Ancient Greeks have impacted on modern life</p>	<p>Recap and compare Ancient and modern Olympics - similar/different</p>	<p>What is the meaning of legacy? Discuss with class. Can they think how the modern world has been affected by the Ancient Greeks? Discuss.</p> <p>Read through legacies PPT discussing as they go.</p>	<p>Chd to feed-back their areas of research to the class.</p>	<p><b>Historical enquiry</b> - use a range of sources to find out about an aspect of time past.</p>

		<p>Chd to pick one or two aspects that they could research further (on iPads), they then report this back to the class.</p> <p>Chd to create a legacies poster on A3 paper.</p> <p>LA/SEN - Give crib sheet of notes that can be used in their poster creation.</p>		<p><b>Organisation and communication</b> - use a variety of ways to communicate knowledge and understanding</p>
--	--	---	--	---