

Year 6 History Planning with Skills

The Ancient Greeks - 2019

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.	Organisation and communication
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	<p>Chronological understanding</p> <p>Knowledge and understanding of past events, people and changes in the past.</p>
To understand how the Ancient Greeks governed	Use Google Earth to recap location of Greece and to find Athens and Sparta.	Use City States Powerpoint (Google Drive) Compare Athens and Sparta in history books. How were they governed? Read through Powerpoint with children	Feedback on EXT task.	Historical interpretation

themselves.	Explain that Ancient Greece was split into city states which were very different.	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.		Historical enquiry
To identify Greek gods and know which ones were the more important.	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?	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).	Create gods and goddesses family tree as a class.	Knowledge and understanding of past events, people and changes in the past. Organisation and communication
To understand the common features of Greek myths.	What is a myth? Discuss Introduction to Greek Mythology ppt with class	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.	Share scenes with the class. Discuss what went well and what needs to be improved.	Knowledge and understanding of past events, people and changes in the past. Organisation and communication
To understand the reasons behind the story of the Trojan horse.	Watch video telling the story of the wooden horse of Troy	Children to write a postcard from the point of view of a Greek soldier who hid inside the wooden horse to invade the city of Troy. Writing to be completed first before decorating the front of the postcard. Copies to be put into history books as evidence.	What happened to the real city of Troy?	Historical interpretation Historical enquiry Knowledge and understanding of past events, people

				and changes in the past.
To be able to justify choices made	Show a range of Greek artefacts. What are they? What were they made of? What were they used for? How do you know?	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 - giving reasons why they made those choices.	Feedback thoughts and ideas to the rest of the class	Historical interpretation Historical enquiry Knowledge and understanding of past events, people and changes in the past.
To understand what daily life in ancient Greece was like.	Put the headings for each aspect of daily life we will be researching on the board (education, clothing, entertainment, food). What do we already know about these headings?	Using a double page in their books, children to find information and create poster/factfile for each of the four headings using a range of historical sources.	How was life then similar to life now? How was it different?	Knowledge and understanding of past events, people and changes in the past.
To understand why Greece became unified.	Look at battle between Greece vs Persia Thermopolis/Marathon. What happened in each battle? What legacy was left behind by these battles?	Read through battle of Marathon text together, discuss any misconceptions around the account. Children to answer questions independently and mark together as a class, discuss any answers that may have been misinterpreted, identify why. What legacies have been left behind by this battle, how did they settle their differences?	Is there any legacy of the Battle of Marathon?	Knowledge and understanding of past events, people and changes in the past.

<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. Why did they have an Olympics? What purpose did it serve? What events were created in the initial formation of the Olympics? (Boxing, Javelin, Discus, Jumping, Running, Wrestling, Pentathlon, Pankration, Horse Racing, Chariot Racing). How have the games changed over the years? What have survived to today? Children to look through Horrible Histories magazine (as well as other sources) all about the different events in the Olympics. Children to create a poster that includes many of the events discussed. Work to be used for whole class display.</p>	<p>Share any interesting or unusual facts</p>	<p>Knowledge and understanding of past events, people and changes in the past. Chronological understanding</p>
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History Skill	Objective	Activity	When
Chronological understanding			
Knowledge and understanding of past events, people and changes in the past.			

Historical interpretation			
Historical enquiry			
Organisation and communication			