



Topic:	Who were the Ancient Greeks?	
Resources:	https://prezi.com/2grl-8wqiiwq/ancient-greece-timeline/ https://www.bbc.co.uk/bitesize/topics/z87tn39 ; https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece ; https://www.teachitprimary.co.uk/resources/y3/historical-enquiry/what-am-i-examining-artefacts/23537 ; https://www.historyforkids.net/ancient-greece.html ; https://www.natgeokids.com/uk/primary-resource/ancient-greeks-primary-resource/ ;	
Introduction:	Building on knowledge of world maps/climates and Europe topography (Y4) and chronology to make links with features of society , including diet, clothing, and make comparisons with Stone/Iron Age (Year 3).	
Prior Learning:	Y3, Ancient Egyptians: finding detail from sources to describe and explain reasons for differences in lifestyle linked to climate and chronology . Included mapping, description for farming. Y4, Europe: Compared Greek and Roman topography in Europe with UK , making links with climate zones etc, and developing map skills to provide context for next units. Build on location and travel to/from UK	
Next Learning:	Year 4, Who were the Romans? Building on knowledge of chronology and discussing value of sources to describe Empire in relation to Greeks and Egyptians (Y3). Using knowledge of topography to make links with features of society.	
Vocabulary:	European, classical, society, features, democracy, Olympics, philosophy, Athens, amphora, architect, frieze, column, statue, myth, temples,	
Session 1	Where and when are we learning about? <ul style="list-style-type: none"> Locate Greece and recap physical features Describe the expansion of the Empire/different 'Ages' on timelines (see first resource, above) 	
Outcome/tasks	<ul style="list-style-type: none"> 	
	i. Draw own European maps with detail and clearly recognizable features (e.g. basic outline, rivers paths) ii. Add correct detail/labels (e.g. countries) onto a map using 4 grid referencing/key iii. Describe location of variety of places/features on a map using contextual framework (8 point compass points, distancing)	i. Draw own maps with correct detail, appropriate scale ii. Consistently add correct detail/labels onto a map using 4-6 grid referencing/key iii. Locate variety of places on a map using correct contextual framework (8 point compass points, accurate distancing)
Session 2	What do we think we may see about how they lived? Using chronological knowledge , and building on locational knowledge from previous lesson , can they predict what they will and won't see when exploring how they lived, using knowledge of Ancient Egyptians and Stone Age societies already studied.	
Outcome/tasks	<ul style="list-style-type: none"> 	
	i. Describe features including similarities and differences, with detail and correct terms ii. Correctly link features within a locational framework iii. Identify consequences/impact/effect of physical features of location (i.e. topography or climate) on the features they are describing (e.g. food, weather)	i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. identify diversity within same location/period (e.g. people in society, or animals in an environment) iii. Describe the causes and consequences of events/actions of physical features of location (i.e. topography or climate) on the features they are describing (e.g. food)
Session 3-5	What can we find out about how they lived? Use a range of sources, including artefacts and texts to identify key features and values in the classical Greek society. Pupils could each take a category (including 'toys/play' to compare with learning in year 1). <i>How reliable are these sources?</i> Each group could investigate one aspect of society and present their findings.	
Outcome/tasks	<ul style="list-style-type: none"> 	
	Find relevant information from a range of sources and suggest how they support prediction i. Describe features including similarities and differences, with detail and correct terms ii. Correctly link features within a locational framework iii. Identify consequences/impact/effect of physical features of location (i.e. topography or climate) on the features they are describing (e.g. food, weather)	Choose appropriate information from suitable sources, and identify the strengths and weaknesses of the reliability of sources i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. identify diversity within same location/period (e.g. people in society, or animals in an environment) iii. Describe the causes and consequences of events/actions of physical features of location (i.e. topography or climate) on the features they are describing (e.g. food)
Session 6	What differences can we see to how they lived, and what is similar? <ul style="list-style-type: none"> Identify similarities and differences between features from the Greeks with other civilisations they have previously studied and our own. <i>Can they give reasons for their similarities?</i> What features/activities/Language etc do we have that are similar/derive from the Greeks? 	
Outcome/tasks	<ul style="list-style-type: none"> 	
	Find relevant information from a range of sources and suggest how they support prediction i. Describe features including similarities and differences, with detail and correct terms ii. Correctly link features within a locational framework iii. Identify consequences/impact/effect of physical features of location (i.e. topography or climate) on the features they are describing (e.g. food, weather)	Choose appropriate information from suitable sources, and identify the strengths and weaknesses of the reliability of sources i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. identify diversity within same location/period (e.g. people in society, or animals in an environment) iii. Describe the causes and consequences of events/actions of physical features of location (i.e. topography or climate) on the features they are describing (e.g. food)

Pupils

End of year expectations	End of following year expectations
<ul style="list-style-type: none"> • I can draw my own a map and people can easily recognise where things are using a 4 grid reference • I can add all the correct detail/labels/symbols to my map in the right places myself • I can find places on my map, describing where they are with 8 compass points and distances 	<ul style="list-style-type: none"> • I can draw my own maps to scale with correct detail and people can find where things are using a 6 grid reference • I can always add the correct detail/labels/symbols to my map in the right places on my own, using a key • I can find or describe where places are using 8 pnt compass points and accurate distances and 6 grid references
<ul style="list-style-type: none"> • I can describe my sources, where they came from and how they are different to each other • I can choose and describe the right information from a range of maps/sources 	<ul style="list-style-type: none"> • I can describe why a source is less or more reliable/useful than another • I can independently choose the right information from a range of maps/sources that support my idea and suggest my own resources that would help me
<ul style="list-style-type: none"> • I can describe similarities and differences of features from a range of periods and places, all with accurate terms/vocabulary • I can describe and give a reason for how a place, person or event have made a difference to/changed a feature • I can see/suggest how a feature may affect people or places differently within the same location or period 	<ul style="list-style-type: none"> • I describe features with correct detail and vocabulary and explain why they may affect people or places differently within the same location or period • I can explain how features are different and have changed/been affected • I can recognise that some changes will have a bigger or longer-term impact