

Ashtree Primary School and Nursery Medium Term Plan for History

Year 6 Autumn Term – Ancient Greeks

Prior Skill – Chronology – Year 5

- Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, **including placing areas studied in previous years on to a timeline.**
- Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.
- Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,

Prior Skill - Enquiry – Year 5

- Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said.
- Pupils are increasingly challenging sources of information.
- Pupils show some organisation of information that is purposeful for responding to or asking questions.
- Pupils show some purposeful selection about information they wish to

Key Vocabulary: Greece, Mythology, democracy, Olympics, trojan war, Marathon

Key Knowledge

Step 1 - To know and order the key events during the rule of the Ancient Greeks.

Step 2 - To understand Democracy.

Step 2 - To compare the way the Greeks lived compared to how we live today.

Step 3 - To understand the origin of the Olympics and compare them with the Modern Olympics.

Step 4 - To understand the symbolism of Greek Mythology.

Step 5 - To explore and understand the events of the Battle of Marathon.

Step 6 - To learn and understand what happened during the Trojan War.

Key Skills Black = Enquiry Red = Chronology

Step 1 - Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline. Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history,

Step 2 - Pupils can make purposeful decisions about information to include when forming responses to questions. Pupils can compare a range of historical periods, identifying a number of similarities and differences between them

Step 3 - Pupils can challenge sources, questioning the validity of these.

Step 4 - Pupils can ask questions, creating questions that develop understanding about change, cause, and significance. Pupils can identify some trends over time, identifying how ideas have been continued/ developed

Step 5 - Pupils can challenge sources, questioning the validity of these. Pupils can draw their own timeline, deciding on accurate intervals

Step 6 - Pupils can identify some trends over time, identifying how ideas have been continued/ developed. Pupils can draw their own timeline, deciding on accurate intervals.

Curriculum Enhancements

- British Museum visit – Artefacts
- Olympic Day – Trying some old events compared to new, modern events

Misconceptions

- Number magnitude and understanding may hinder timeline use and creation. (Accurate intervals)
- What a source is – Primary or Secondary.
- Geographical Knowledge.

Suggested Activities

S1 – Timeline activity

S2 – Compare to democracy today – British Values link

S3 – Take part in some Ancient and Modern Olympic events

S4 – Look into some different Greek Myths over time.

S5 – Retell the events of the battle of Marathon – Timeline link

S6 – Timeline link

Curriculum Links

- Art link – Sculptures
- English – Mythology
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This will lead to . . .