| **History Year 5 \* Medium Term Planning – Ancient Greece** | | | | | | |
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| **National Curriculum**   * KS2 - Ancient Greece * Pupils should be taught a study of Greek life and achievements and their influence on the western world * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources.   Catholic Social Teaching Principles   * Promoting Peace * Participation | | | | | | |
|  | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
| **Learning intention** | **What was democracy like in Athens?** | **Why was the theatre important to the Ancient Greeks?** | **What myths and fables did the Ancient Greeks create?** | **What happened at the Battles of Marathon and Salamis? Why were they important?** | **Why were the Olympic games invented by the Ancient Greeks?** | **Who was Alexander the Great and why was he so renowned?** |
| **Recall and retrieval** | Name a difference between Athens and Sparta | How did the citizens of Athens vote democratically? | Why were theatres important to the Ancient Greeks? | What is a myth?  What is a fable? | What happened at the battle of Marathon and Salamis? | Why were the Olympic games invented by the Ancient Greeks? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  - Athens controlled by Kings, nobles and tyrants (single oppressive ruler)  - richest city in Ancient Greece  - Pericles founded the idea of democracy  - how and when could citizens vote  - What did citizens vote on | **Key knowledge**  - Ancient Greeks invented the theatre  -What were theatres like?  - Plays written to honour gods  - Types of plays  -Dionysus was first God to be worshipped in theatres  - Famous playwrights: Euripides wrote about Herakles. | **Key knowledge**  - What is a myth?  - What is a fable?  Give examples of both  Explain the differences between them. | **Key Knowledge**  Discuss the invasion by King Xerxes 1 of Persia and the battle of Thermopylae, Marathon.  Discuss the fight with Spartan King Leonidas.  Discuss what happened at the Battle of Salamis.  Discuss King Xerxes 1 defeat and retreat back to Persia. | **Key Knowledge**  When did the Olympics begin and what were they?  Discuss what happened if countries were fighting each other when the Olympics were to occur.  Discuss the Olympics and what games were held. | **Key Knowledge**  Discuss who Alexander the Great is and why we remember him today.  Discuss what Alexander the Great was renowned for. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** | Oppressive  Democracy  armoured | honour | armoured | honour | honour |  |
| **Key Vocabulary**  **Tier 3** | Tyrant  city-state |  | tactical | Valiantly  tactical | Sanctuary  city-state | tactical  unified |