



Unit Name	Ancient Greece- What impact did it have on the western world?
National Curriculum links	Key Stage 2 'Ancient Greece - a study of Greek life and achievements and their influence on the western world'
Prior knowledge (EYFS, Key Stage 1)	EYFS Understanding the World Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Key Stage 1 • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
Upcoming knowledge (Key Stage 3)	Challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include: <ul style="list-style-type: none">• Women's suffrage• the First World War and the Peace Settlement• the inter-war years: the Great Depression and the rise of dictators• the Second World War and the wartime leadership of Winston Churchill• the creation of the Welfare State• Indian independence and end of Empire• social, cultural and technological change in post-war British society



- Britain's place in the world since 1945

INTENT (What will be taught)

**Substantive knowledge
(Knowledge that...)**

Class 3- Life in Ancient Greece

- To locate Greece on a map
- To know when the Ancient Greek period was and to identify it on a timeline
- To compare similarities and differences between clothing, food, way of life (including gods) of Romans and Ancient Greeks
- To know what the Ancient Olympics were - Marathon running- its origins
- To name 5 different sports from the Ancient Olympics

Class 4- Achievements of Ancient Greeks- The Olympics

- To locate Greece on a map
- To know when the Ancient Greek period was and to identify it on a timeline
- To know the origins of the Ancient Olympics and how this has developed over time
- To understand the importance and significance of the Ancient Olympic games
- To compare similarities and differences between the Ancient Olympics and the modern Olympics

Class 5- Ancient Greeks influence on the western world- Democracy

- To locate Greece on a map
- To know when the Ancient Greek period was and to identify it on a timeline
- To know what a democracy is
- To understand how democracy worked in Ancient Greece
- To compare similarities and differences between Ancient Greek democracy and a modern democracy



Vocabulary	<p>Class 3- BC, AD, BCE, CE, chronological order, era/period, source, first hand source, second hand source, change, Ancient, Greece / Greek, Europe, Gods, Goddesses, Archaeologist, invention, legacy, myths and legends, Philosophy,</p> <p>Class 4- (all of the above plus) primary and secondary evidence, Olympiad, Olympics, Archaeology, Archaeologist, Athens, reputation, aesthetic, monarchy, dictator</p> <p>Class 5- (all of the above plus) Sparta, democracy, monarchy, male heir, legislation, parliament, impact</p>
Disciplinary knowledge (Knowledge how...)	<p>Class 3</p> <ul style="list-style-type: none">• understand what a timeline is• understand that the past can be divided into time periods• Use evidence to describe the clothes, way of life and actions of people in the past• Know the difference between a primary and secondary source• Know what a historical question looks like and devise their own <p>Class 4</p> <ul style="list-style-type: none">• understand that a timeline can be divided into BC and AD/CE• place events in history approximately in the right place on the timeline• use evidence of how Ancient Greek practices inform modern life• Identify a primary and secondary source and say which is more reliable• Compare similarities and difference of Ancient Greek Olympic games and the modern day Olympics <p>Class 5</p> <ul style="list-style-type: none">• develop a timeline using an appropriate scale



	<ul style="list-style-type: none">• place historical events and time periods accurately on a timeline• Give your own reasons why changes may have occurred, backed up by your evidence• Choose reliable sources of information to find out about the past• Choose reliable sources of evidence to help them to answer historical questions
Common misconceptions (These will be specifically discussed and corrected)	<ul style="list-style-type: none">• Chronological order confusion• Assuming people always lived how we do today• The changes were finite – no overlapping• Misunderstand of the effects of time- artefacts• That evidence can only be interpreted in one way