**Year 6 HISTORY Curriculum – Autumn Term**

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| **Theme: Ancient Greeks** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| 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 regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 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.   * Ancient Greece – a study of Greek life and achievements and their influence on the western world | | | **Keyword** | Definition | **Keyword** | Definition | | **English** – Greek mythology; Greek Gods and Goddesses  **Geography** – Locate the world’s countries, using maps to focus on Europe.  **DT** – Greek clay pots |
| Acropolis | Ancient place located above the city of Athens | Hoplite | Heavily armed Athenian foot soldier | |
| Agora | Busy central area, where people came  together to meet and trade, like a  marketplace | Ostrakon | Piece of broken pottery on which was written the name of a person to be sent out of the country. We use the word ostracism today to describe someone who has been rejected. | |
| City state | A city that became powerful and formed its own state with its own government | Parthenon | Temple in Athens, on the Acropolis, built for the goddess Athena in the 5th century | |
| Democracy | Rule by the people | Polis | Greek city state | |
| Helot | Spartan worker owned by the state | Mount Olympus | Highest mountain in Greece.  It rises from the Aegean Sea to  a height of almost two miles. | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children have studied and compared other ancient civilisations in Y4 – Roman Empire and Y5 – Shang Dynasty. They will build upon their learning in Y3 – Ancient Egyptians, when considering how ancient civilisations have influenced modern society and how advances made thousands of years ago affect present day life. They will continue to understand how archaeologists look for evidence about how people lived in the past and how historians use these sources to construct different narratives about the past. | | | | | Moving onto KS3 studies | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How can we know so much about the Ancient Greeks who lived over 2,500 years ago? | | * Looking at a world map for modern Greece and marking on a map the key city states (Crete, Athens and Sparta) of ancient Greece. * Understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. | | | | | * Chronological understanding * Use a range of primary and secondary sources to find out about the past * Knowledge & understanding of events in the past | |
| 1. What can we work out about   everyday life in Ancient Athens? | | * Draw inferences from evidence on pots going beyond the literal. * Make deductions about what mattered to the Ancient Greeks by studying pot evidence * Grasp the diversity of lifestyle depending on position within society and know the influence of the large slave population. | | | | | * Critical thinking skills * Interpretation * Knowledge of people and changes in the past | |
| 1. Why was Athens able to be so strong in the 5th and 6th   century BC? | | * Show on a timeline the duration of the ‘Golden Age’ of Athens and its link to the Battle of Marathon * Identify reasons why Athens was so dominant. * Explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, e.g.: Persian weaknesses, Athenian strengths | | | | | * Use a range of primary and secondary sources to find out about the past * Knowledge & understanding of events in the past * Investigation | |
| 1. Would you have preferred to   live in Athens or Sparta? | | * Compare two city states – Athens v Sparta, comment on their differences and how they also fought together * Identify strengths and weaknesses of Athens and Sparta | | | | | * Investigation * Critical thinking skills * Interpretation | |
| 1. What can we tell about the   Ancient Greeks from a study of their theatre & Olympics? | | * Understand that the Olympics were not just athletic events * Know plays reflected Athenian interest in politics as well as the central importance of the gods in daily life. | | | | | * Interpretation * Knowledge & understanding of people and events in the past | |
| 1. What did the Ancient Greeks   do for us? | | * Give examples of Ancient Greek achievements * Explain ways in which the Greeks have influenced our lives today | | | | | * Use a range of primary and secondary sources to find out about the past * Investigation * Knowledge & understanding of events in the past | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 1 | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** | * Lesson 3 * Lesson 4 * Lesson 6 | | | | | | | |
| **Evidence** | * Lesson 1 * Lesson 2 * Lesson 5 * Lesson 6 | | | | | | | |