

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP or EXPERIENCE
ANCIENT GREECE	Chronological Understanding: To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Knowledge and Understanding of Events, People and Changes in the Past: Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Historical Investigations: Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Historical Interpretation: They should understand how our knowledge of the past is constructed from a range of sources. Concepts and Historical Vocabulary: Develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'civilisation'. Specific Unit Link: Ancient Greece – a study of Greek life and achievements and their influence on the western world.	TIER 2 (High Frequency/Instructional): Civilisation, society, structured, influence, achievement, govern, imitation, inspiration. TIER 3 (Subject Specific): Sculpture, art, architecture, pottery, classical, neo-classical, democracy, ostracism, slavery, citizen, non-citizen, Olympic, sport, theatre, arena, temple, Acropolis, gymnasium, Doric, Ionic, Corinthian columns.	Visit to the British Museum Virtual map exploration of the Mediterranean and Ancient Greek city-states. Handling session: Replica Greek pottery and artefacts (or local museum visit). Greek Theatre Workshop Mini-Olympics event in the playground. Classroom transformation into an Athenian Assembly (voting with pebbles/tokens). Local area walk to spot neo-classical architecture on civic buildings.
PRIOR LEARNING	Chronological understanding and timeline work from EYFS to Year 3. Knowledge of changes in Britain from the Stone Age to the Iron Age. Knowledge of the achievements of the earliest civilizations, specifically the depth study of Ancient Egypt and Cleopatra.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	Who were the Ancient Greeks and where do they fit in our timeline?	What can statues and pottery tell us about how the Greeks lived and changed?	How did the Ancient Greeks invent the theatre we enjoy today?	Why did the Ancient Greeks start the Olympics and what was it like?	Was Ancient Greece really a fair democracy for everyone?	Why do we still copy Ancient Greek buildings today?
LEARNING OBJECTIVES AND CONCEPT	To know the geographical/historical context of Ancient Greece and its societal structure . To place a civilization accurately on a broader chronological framework alongside Ancient Egypt. CHRONOLOGY	To know how Ancient Greek sculpture evolved from Ancient Egypt to the present day . To use archaeological sources to interpret how a civilization changed. ARCHAEOLOGY & CHANGE	To know what classical Athenians did in their free time, specifically theatre . To deduce information about the past from material culture and text. ARCHAEOLOGY & CHANGE	To know the origins of the Olympic games and sports in Athens . To identify similarities and differences between ancient pastimes and what we do today. ARCHAEOLOGY & CHANGE	To know how Ancient Greeks were governed and the meaning of 'democracy', 'citizen', and 'slavery.' To question historical interpretations and compare ancient governance to today. HISTORIOGRAPHY	To know the features of classical architecture (Doric, Ionic, Corinthian columns) . To assess the significance of Greek achievements on the western world. SIGNIFICANCE
ACTIVITY	Pupils use maps to locate Greece and plot its timeline against Ancient Egypt and Pre-historic Britain. Pupils create a societal pyramid (citizens, non-citizens, slaves).	Pupils rotate around stations analyzing images of Egyptian statues, Greek statues, and modern statues. They note connections, contrasts, and trends over time.	Pupils examine primary sources (images of amphitheatres/masks) to uncover theatrical practices. Pupils script and perform a short traditional Greek chorus.	Pupils explore the original events of the Olympics and the concept of the gymnasium/arena. They compare ancient rules with modern Olympic rules using a Venn diagram.	Pupils participate in a mock democratic vote using the Athenian method. They debate: "Was it fair that slaves and non-citizens couldn't vote?" focusing on the concept of ostracism.	Pupils learn to identify Doric, Ionic, and Corinthian columns. They then review photographs of famous modern buildings to spot neo-classical inspiration.
ASSESSMENT	Observe pupils' ability to accurately place Ancient Greece on the class timeline. Check societal pyramids for accurate vocabulary.	Assess pupil notes for accurate identification of changes in artistic style over time.	Evaluate the pupils' ability to link archaeological evidence (amphitheatre ruins) to their understanding of free time.	Check the Venn diagrams for an accurate understanding of similarities and differences.	Listen to the debate to assess their understanding of abstract terms like 'democracy', 'slavery', and 'ostracism'.	Assess pupils' final pieces identifying and explaining the significance of classical columns on modern architecture.
HIGHER ORDER QUESTIONS	Why do you think the Ancient Greeks settled where they did? How does this time period overlap with Ancient Egypt?	What might a broken piece of pottery tell us that a written book cannot? Why did Greek statues look more realistic over time?	If we didn't have any ruined amphitheatres left, how else might we know the Greeks loved theatre?	Do you think the Olympics were more about sport or religion in Ancient times? Why?	If only a small number of people could vote, was Athens really a democracy?	Why do you think powerful modern governments choose to build their buildings in a classical Greek style?

OPTIONAL QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	How does Ancient Greece fit into our world timeline alongside Ancient Egypt? How did the Ancient Greeks shape the way we enjoy free time today? Was Ancient Greece a true democracy for everyone? What legacy has classical Greek architecture left on our modern buildings?					
INCLUSION & ADAPTATION	Provide a pre-filled timeline template with visual markers. Pre-teach vocabulary like 'society' with dual-coding.	Provide physical 3D replicas for tactile learners. Use word banks with images of statues.	Provide sentence starters for deducing evidence from pictures. Assign clear, simple roles in the drama activity.	Use matching cards with pictures of ancient vs. modern sports to help them categorize.	Provide a visual flowchart of how decisions were made in Athens. Simplify the definition of 'democracy'.	Provide a visual matching sheet for the three types of columns (Doric, Ionic, Corinthian).
GREATER DEPTH	Pupils independently research and explain how the geography of Greece led to the creation of independent city-states.	Pupils evaluate why the style of statues changed, suggesting cultural reasons for the shift toward realism.	Pupils write a persuasive argument from the perspective of an Athenian explaining why the theatre is the most important part of their culture.	Pupils devise historically valid questions about the Olympics to research independently.	Pupils write an analytical paragraph comparing Athenian democracy directly with modern British democracy, using specialized historical terms.	Pupils evaluate which aspect of Ancient Greece (art, democracy, or architecture) has had the most significant impact on the western world.