



*Knowledge is Power...*

# IVINGTON CE PRIMARY AND PRE-SCHOOL MEDIUM TERM PLAN



*Reaching together with love, joy and peace - Galatians 5: 22-23*

| SUBJECT: History  |  | YEAR: A   | TERM: Spring 1 | YEAR GROUP: 4/5  |
|---|--|---|----------------|--|
| TOPIC: Ancient Greece   |  |   |                |  |
| <b>PREVIOUS KNOWLEDGE:</b> We would expect most children to already be able to: Greece is a country in the <b>continent</b> of Europe, the climate of Greece is slightly different to that of the UK, Information about the Egyptian <b>civilisation</b> , Some understanding of British <b>chronology</b> .  |  |   |                |  |
| End of Unit Objectives  |  |   |                |  |
| Some children will not yet have met what is expected and show they are <b>working towards</b> because they can:   |  | Most children will show they have reached the <b>expected</b> level because they can:   |                | Some children will have gone beyond the expected level and show that they are <b>working at greater depth</b> because they can:  |
| <p>With some support, children can order a number of significant events from ancient Greek times on a timeline.</p> <p>With support, children can identify some of the impacts of Alexander the Great's Empire.</p> <p>With support, research and describe some key features of the everyday lives of people living in ancient Greece.</p> <p>With support, children can name a similarity and a difference between life in ancient Athens and life in ancient Sparta.</p> <p>Children can answer some simple questions by finding evidence from primary sources and with some support, start to understand the difference between primary and secondary sources.</p> <p>With support, children can make some simple comparisons between the modern and ancient Olympic Games.</p> <p>With support, children can find some basic information about ancient Greek gods and goddesses. Children can use primary and secondary sources to gather clues about the myth of the Trojan War.</p> |  | <p>Children can order a number of significant events from ancient Greek times on a timeline.</p> <ul style="list-style-type: none"><li>• Children can identify some of the impacts of Alexander the Great's Empire.</li><li>• Children can research and describe some key features of the everyday lives of people living in ancient Greece.</li><li>• Children can name some similarities and differences between life in ancient Athens and life in ancient Sparta</li></ul> <p>Children can answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.</p> <ul style="list-style-type: none"><li>• Children can make some comparisons between the modern and ancient Olympic Games.</li><li>• Children can find out about some ancient Greek gods and goddesses.</li><li>• Children can use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources.</li></ul> |                | <p>Children can confidently order a number of significant events from ancient Greek times on a timeline, researching some key facts about some of these events. Children can independently identify a range of different impacts of Alexander the Great's Empire. Children can research and describe some key features of the everyday lives of people, including understanding some of the differences between the lives of men and women, in ancient Greece.</p> <ul style="list-style-type: none"><li>• Children can confidently name similarities and differences between life in ancient Athens and life in ancient Sparta, using the correct historical language.</li><li>• Children can answer some questions by finding evidence from primary sources and understand and be able to confidently discuss the difference between primary and secondary sources.</li><li>• Children can independently make a range of comparisons between the modern and ancient Olympic Games.</li><li>• Children can find out more detailed information about some ancient Greek gods and goddesses.</li><li>• Children can use primary and secondary sources to gather clues about the myth of the Trojan War, evaluating the usefulness of different sources.</li></ul> |

**ASSESSMENT OPPORTUNITIES - What are children aiming for?**

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Use of multiple sources to research a topic.
- Non-chronological reports to demonstrate knowledge.

**ENRICHMENT OPPORTUNITIES -**

**What can we give children to help them remember?**

- The use of good quality videos and websites to enhance learning.
- Research opportunities to guide their own learning.
- The opportunity to create art, drama/role play and design technology to demonstrate and to consolidate learning

**CROSS-CURRICULAR LINKS -**

**What links can we make to help children make sense of what we want them to know and be able to do?**

This fits with core subjects through:

- English - discussion, writing, speaking, drama
- Maths - timelines
- Geography - location, coasts