

Medium-term plan

Year group: Y6	Term:
Topic/unit: Ancient Greece	
Children make progress in	Evidence for knowledge/understanding developed
Substantive knowledge (what we want children to know and remember)	
<ul style="list-style-type: none"> Knows many aspects of Greek culture still influence life today: politics, language, mathematics, medicine, philosophy, theatre, drama and architecture. Gains an overview of Greek history including the expansion of Greek territory/influence by Alexander the Great. Knows that the Roman Empire's adoption of aspects of Greek culture resulted in eg: classical art, architecture/myths spreading across their Empire. Knows the survival of the Eastern Roman Empire/the Byzantine Empire, preserved Greek ideas long after the Greek civilisation declined. Knows the early Islamic civilisation had an important role in preserving works on Greek philosophy, medicine, mathematics etc. Knows how this knowledge later spread into Western Europe. 	<ul style="list-style-type: none"> Can talk about at least two aspects of Greek culture that are still current today <i>with examples</i> of those aspects in Ancient Greece <i>and</i> today. Talks about Alexander the Great creating a much larger Greek Empire and spreading Greek culture further. Timeline activity Part 2 may prompt talk about: <ul style="list-style-type: none"> Greek territories becoming part of the Roman Empire which adopted some Greek ideas (particularly art, architecture, myths, gods etc) the Eastern Roman Empire/Byzantine Empire lasting long after the Romans left Britain early Islamic civilisation scholars searching out and translating ancient texts into Arabic and preserving Greek ideas even later Islamic cities in, eg Spain/The Crusades/Renaissance/Grand tour.
Disciplinary knowledge (use HIAS AREs)	
<p>Characteristic features</p> <ul style="list-style-type: none"> Can contrast and make some significant links between civilisations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied. <p>Cause and consequence</p> <ul style="list-style-type: none"> Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way. 	<ul style="list-style-type: none"> Can talk about several aspects of Greek culture and knows that these spread widely across parts of Europe and Asia. Explains that Greece originally comprised city states like, eg: the Maya or Ancient Sumer, but Alexander the Great united it into one country and conquered more lands creating an empire. Explains that the Romans and/or the early Islamic civilisation adopted or used Greek ideas or knowledge. Explains how these later societies spread Greek ideas and knowledge geographically and over time, allowing them to still influence life today.

Key question to drive the enquiry to promote children's progress: How have so many aspects of Ancient Greek culture survived until today?	
Knowledge specific vocabulary <ul style="list-style-type: none"> • Academy. • City states. • Citizen (of a city state). • Civilisation. • Class. • Democracy. • Elite. • Mathematics. • Medicine. • Olympics/Olympic Games. • Philosophy. • Science. • Slaves/slavery. • Sport. • Theatre. • Trade. • Tyranny. 	Promoting SMSC <ul style="list-style-type: none"> • Spiritual: • Moral: • Social: collaborative learning. • Cultural: develop awareness of the wide and long-lived influence on our modern culture.
Resources Ancient Greek loan box from the History Curriculum Centre – includes some modern items that represent Ancient Greek influence today.	
Cross-curricular links English – look at Greek myths.	