



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

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Medium Term Planning Creative Learning Journey

Year Group: 5	Topic: Ancient Greece	Term: Autumn 2
National Curriculum Links (Ref: NC 2014) Pupils should be taught a study of Greek life and achievements and their influence on the western world.		
Knowledge and Skills Objectives	Activity	Differentiation
Lesson One I understand who the Ancient Greeks were.	Using the PPT, show where the United Kingdom and Greece are within Europe. What do the children already know about modern Greece? Discuss the significance of ancient Greece in history. Using the PPT, explain what is meant by a ' civilisation ' and ask children to think about other civilisations they have learnt about. Share information about ancient Greece, including how and what they traded. Can children understand the terms 'civilisation' and 'trade'? Discuss the meaning of the terms BC and AD . Then share a timeline showing when ancient Greece was in relation to other periods in history. Ask pairs to sort some key events on the Ancient Greece Timeline Ordering Activity Sheet. Take feedback on how children ordered the events and share the answers using the PPT. Can children order key events during the history of ancient Greece? Explain Alexander the Great's empire and look at where he conquered using the map. Then explain what is meant by an 'empire'. Can children explain the difference between a 'civilisation' and an ' empire ', demonstrating their understanding of these historical terms?	SEN – With support, to order key events on a timeline. LA – to order key events on a timeline MA/HA – to write about the given effects on people and groups of Alexander the Great's empire.



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	Ask the children to complete the differentiated Alexander the Great's Empire Activity Sheet, reading the storyboard of information and then filling in the activity sheet.	
<p>Lesson Two</p> <p>I understand what daily life was like in Ancient Greece</p>	<p>Using the PPT, remind children of three key terms explored in Lesson 1: 'trade', 'empire' and 'civilisation'. Ask pairs to write down what they can remember about these terms in relation to their learning about ancient Greece, using the prompt questions to help them. When pairs have had time to discuss this, take feedback about their ideas and share some example responses.</p> <p>Explain that - although children learnt about Alexander the Great's empire in the previous session - for the majority of the time, ancient Greece was made up of separate city states. Next, read about the proportion of people in the ancient Greek population that historians estimate were enslaved and how enslavement was central to how ancient Greek society worked.</p> <p>Define the term 'enslave'. Children to think about how people became enslaved and select the correct four main ways. Ask pairs to discuss together what they can see happening in the images from the Greek pottery as shown on the Lesson Presentation or pairs can look at the optional Ancient Greek Pottery Sheet. Take feedback after the children have had time to discuss this. Discuss as a class what life was like for different enslaved people living in ancient Greece. Discuss how the ancient Greeks never questioned the ethics of enslavement as it was how they had always known life to be.</p> <p>What were Greek homes and food like? What was life like as a child? What was clothing like? What was life like for men and women? Discuss how historians might have found evidence that would answer these questions.</p>	<p>SEN/LA – Children use the simpler fact sheets providing information about homes or food in ancient Greece to write down 5 simple sentences.</p> <p>MA - Children research using the fact sheets providing information sheets about children or clothing in ancient Greece to write down 5 facts.</p> <p>HA – Children research using more detailed fact sheets. These sheets provide information about men and women in ancient Greece to write down 5 facts.</p> <p>*Chn to ask a question that they'd like to find more information about. **Jigsaw answers at the end.</p>



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	Children to record at least five pieces of information on their activity sheet. Can children gather information from secondary sources about aspects of life in ancient Greece?	
<p>Lesson Three:</p> <p>I can compare life in Athens and Sparta</p>	<p>Remind children of their learning in the previous session about daily life in Athens and city states similar to Athens. Explain that in many ways, Sparta differed to these other city states in ancient Greece. Using the PPT, read together about life in Sparta and how it was different to life in Athens. Can children understand that Sparta differed in many ways to the other city states in ancient Greece?</p> <p>Ask the children to complete the Comparing Athens and Sparta Activity Sheet by cutting and sticking the cards in the correct place on the comparison grid. Take feedback on how children sorted the cards, sharing the answers on the PPT. Can children give one similarity and one difference between ancient Athens and ancient Sparta?</p> <p>Ask the children if they know what is meant by 'democracy' and then use the PPT to explain what this term means. Discuss how most modern democracies work and how democracy worked in ancient Athens. Discuss how debating was important in ancient Athens and how citizens voted. Can children understand what is meant by democracy?</p> <p>Ask the children which was the better place to live: Sparta or Athens. Voting can be done by giving each child a pebble or cube and them dropping it into the pot labelled with the name of the city state they want to vote for.</p>	<p>Mixed Ability Pairs</p> <p>Children to complete Comparing Athens and Sparta sheet. When finished, children to write down other comparisons between the two states.</p>
<p>Lesson Four</p> <p>I can compare the modern Olympics with the</p>	Using the PPT, discuss some basic facts about what happens at the modern Olympic Games , including naming some events. Discuss what the Paralympics is and look at some illustrations. Can children discuss what happens at the modern Olympic Games?	<p>SEN/LA – Children to cut and stick cards on to a comparison table.</p>



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<p>Olympics in Ancient Greece</p>	<p>Explain when the first recorded ancient Greek Olympic Games were held and discuss what is meant by primary and secondary sources of evidence.</p> <p>Greek pottery is a primary source of evidence that has been used by historians to provide clues about life in ancient Greece.</p> <p>Groups look carefully at the photographs in the Ancient Greek Pottery Photo Pack (which are primary sources) and discuss the questions shown on the PPT. (If you prefer, groups can have these questions handed out to them on the Gathering Evidence From Ancient Greek Pottery Activity Sheet.)</p> <p>Can children gather evidence about the past by looking at ancient Greek pottery? Discuss what the groups have discovered from looking at the photographs of the pottery.</p> <p>Ask the children to compare the modern Olympics with the ancient Greek Olympics by completing the Making Comparisons Activity Sheet, using information read on this sheet and knowledge gathered earlier in the lesson. Can children make comparisons between the modern Olympic games and the Olympics in ancient Greek times?</p> <p>Using the PPT, explain how the modern Olympics is one example of a legacy from ancient Greek times and discuss how some rituals such as the use of the Olympic torch and flame make a link between the past and the present.</p>	<p>MA – Children to cut and stick cards on to a comparison table choosing one of their own questions to answer.</p> <p>HA – Children to cut and stick cards on to a comparison table choosing their own questions to answer.</p> <p>*Alternative task: Pupils to glue in Pottery photographs and annotate what each tell us about Ancient Greece. Help sheets can be given to take information from.</p>
<p><u>Week/Lesson Five</u></p> <p>I can name and describe Ancient Greek Gods and Goddesses</p>	<p>Using the prompts shown on the PPT, ask children to discuss with their partner questions they would like to know the answer to on the subject of ancient Greek religion and to write these down on their whiteboards. Take feedback on some of the questions the children came up with and write the questions on the board or flipchart so that they can be revisited at the end of the lesson.</p> <p>Read together the information shown on the PPT about what the ancient Greeks believed. Then, ask children to write down three facts on their whiteboard about ancient Greek</p>	<p>SEN/LA – Complete brief fact files with sentence starters.</p> <p>MA – Complete a fact file about four Gods or Goddess using questions to support writing.</p> <p>HA – Complete a fact file about</p>



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	<p>beliefs and/or worship. Can children describe some of the key beliefs of the ancient Greeks and discuss how they worshipped?</p> <p>Read the information on the PPT about the ancient Greek gods and goddesses. (Depending on the time available, you may wish to focus on just a few of the ten examples.)</p> <p>Ask the children to use what they have read during the shared reading about the gods and goddesses and to gather information from the activity sheet to produce their own fact files working on the differentiated Greek Gods and Goddesses Fact Files Activity Sheet. Can children name and describe some of the ancient Greek gods and goddesses?</p>	<p>four Gods or Goddess with no support.</p> <p>*Alternative task: Top Trumps</p>
<p>Week/Lesson Six</p> <p>I can discuss sources of evidence for the Trojan War</p>	<p>Using the PPT, share the key information about what the Trojan War was, including where it was said to have happened, when it was thought to have happened, how we know about it and also who are some of the main characters in the famous myth.</p> <p>Read a version of the story of the Trojan War using PPT. Ask children to discuss why they think this has been such a popular story for thousands of years. Can children read and discuss one version of the story of the Trojan War?</p> <p>Using the PPT, model how we know about what the ancient Greeks believed about the Trojan War.</p> <p>*What makes this a useful source? (What does it tell us? Is it reliable?)</p> <p>*Why might it not be reliable? (When? Artistic license? Glorification?)</p>	<p>SEN/LA – Children to retell the story of the Trojan war by reading and completing missing sentences.</p> <p>MA/HA Children to glue in sources of evidence and explain why it might be helpful or unhelpful.</p>
<p>Applied Write Opportunities:</p> <p>Write a newspaper report on Ancient Greece.</p>		



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Key Vocabulary

Tier 2: BC, AD, empire, soldier, helmet, slave, pottery, trade, state, Athens, Sparta, Modern Olympics, Greek Olympics, Paralympics, Trojan War, myth, God, Goddesses, beliefs, worship

Tier 3: civilisation, enslave, democracy, glorification, artistic license, legacy, primary source, secondary source, reliable.



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Year Group: 5	Topic: Mayan Civilisations	Date: Spring term 20/21
Nation Curriculum links <ul style="list-style-type: none">a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		
Lesson 1 Introductory lesson/hook	To discover facts about the Maya Civilisation. What do we already know about the Maya Civilisation? <ul style="list-style-type: none">mind map existing knowledge and ideas for WWWhat do we want to find out? - add questions in a second colour Show pupils the different Boruca masks and explore different shapes, colours and features. What do they notice? What is the purpose of these masks?	Annotate mind maps in a different colour. Can you answer any of your questions yet? Do you have any more questions? Design a Boruca mask- for display (if time these can be created with Andy)
Lesson 2 I can order important Mayan events.	Use ppt to explore Mayan events. Pupils try and order different Mayan events together. Discuss BC and AD.	Pupils will cut out and create their own Mayan timeline of events.
Lesson 2 I know about the different Mayan gods.	What do you know about Maya gods? What is a common feature of religion in many ancient civilisations? What other things did the Maya believe? Why might they have had this view? Why do we not believe the same today? Use the Maya Gods and Beliefs flipchart or PowerPoint.	Pupils will create their own top trumps cards to show important facts about 3 gods. LA- Draw the god and write 3 short facts. MA- Create 3 top trump cards about different gods and write some important information about them.



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		<p>HA- Independent research to find out information about Mayan gods. Create some top trumps cards and write down the important information that they have found during the research.</p> <p>Challenge- design their own Mayan god</p>
<p>Lesson 4 I know about the Maya number system</p>	<p>Watch video about the Mayan number system. Use ppt to discuss and explain. What patterns do children notice? How is it similar to our number system? How is it different? What is special about the number 0?</p>	<p>LA- Write the numbers 1-20. Solve some simple 1 digit addition problems. MA- Know the numbers up to 100. Solve some 2 digit addition problems. HA- Know 3 digit numbers and create some tricky Mayan maths problems for each other (PW)</p>
<p>Lesson 5 I know what the Mayan people grew and ate</p>	<p>What did Maya people eat? How do you think their diet was different to what we eat today? Why?</p> <p>Some of the food grown, and the animals hunted, will not be familiar to the children. Show these in a video.</p> <p>Create Mayan hot chocolate together using hot milk, cocoa powder, cinnamon and chilli. Do they prefer it to our hot chocolates? How is it different? Drink, share and discuss.</p>	<p>Research a different food type and present findings to the class.</p> <p>Create a pic collage Mayan menu with a partner.</p> <p>Give reasons why they have chosen these items on the menu.</p>
<p>Lesson 6 I can locate the Ancient Mayan cities</p>	<p>What do you already know about Chichen Itza? What can we learn about the ancient Maya from the buildings they left behind?</p>	<p>LA- Label the main cities on a map MA/HA Create a tourist information sheet about Chichen Itza. Include pictures and text. What are the interesting facts a tourist might want to</p>



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	Use the Chichen Itza flipchart or PowerPoint. Children make notes of key facts. Chichen Itza Mind Map worksheet could be use here. Further research can be done online.	know? Can you think of a great title for your leaflet? Use the Chichen Itza tourist leaflet frame to support.
Applied Write opportunities: Tourist information sheet- persuasive writing - why you should visit?		
Final 'Exhibition' Outcome Boruca mask and class sundial piece (Andy)		
Key Vocabulary Monument, temple, jungle, pyramid, jaguar, priest, royalty, warrior, hieroglyphs, cocoa, codices		