

# What I need to know about: The Ancient Greeks Pt 1

*We nurture the curiosity to learn, the courage to lead and the compassion to care.*

Name:

Class:

For this half term, we are beginning to explore the Ancient Greeks, from the geography of Ancient Greece, to its god and goddesses and the importance of Greek mythology to the people. We will discover aspects of Greek culture and society that we recognize today, and many that will seem strange and exotic. We will experience Greek Theatre up close too, and explore its themes.

What I will know...	✓	Start	End
What time period is known as the 'Ancient Greek' period		<input type="radio"/>	<input type="radio"/>
What important aspects of lifestyle and culture derived from the Ancient Greeks that we still recognise today.		<input type="radio"/>	<input type="radio"/>
How to recognise where the region is within Europe, and what land masses including islands it comprises.		<input type="radio"/>	<input type="radio"/>
The climate and landscape of Ancient Greece and what advantages and disadvantages this brought to its people, as well as how it influenced Greek trading channels.		<input type="radio"/>	<input type="radio"/>
The names of many of the Ancient Greek God and Goddesses		<input type="radio"/>	<input type="radio"/>
The importance of the Gods and Goddesses in Greek Mythology		<input type="radio"/>	<input type="radio"/>
How to identify artefacts from the Ancient Greeks and discuss what they teach us		<input type="radio"/>	<input type="radio"/>
How to separate facts and myths about the Trojan War		<input type="radio"/>	<input type="radio"/>
How to separate facts and myths about the Minotaur		<input type="radio"/>	<input type="radio"/>
Who Alexander the Great was and why he was a significant figure in Ancient Greek history.		<input type="radio"/>	<input type="radio"/>
Key conventions of Greek Theatre		<input type="radio"/>	<input type="radio"/>

Skills I may use...	
<b>Remember:</b> name, identify, describe	<b>Analyse:</b> investigate, infer, select, clarify
<b>Understand:</b> predict, recall, interpret	<b>Create:</b> plan, design, construct
<b>Apply:</b> use, show, relate, demonstrate	<b>Evaluate:</b> compare, assess, judge

Vocabulary I need to know...
How well do you know the following words? 1. I have heard the word, but I don't know what it means 2. I understand what the word means 3. I can explain what the word means and give other examples
<b>Wordlist:</b> mythology, ancient, gods and goddesses, underworld, democratic election, Greek theatre, trading route, landscape, terrain, peninsula, Trojan war, Minotaur, Mount Olympus, artefact

Opportunities to support Guided Reading
<ul style="list-style-type: none"> <li>Skim and scan texts to retrieve information or quotes quickly and accurately</li> <li>Summarise main ideas from more than one paragraph</li> <li>Make and justify inferences with appropriate evidence from the text</li> <li>Provide reasoned justifications for their views, quoting evidence from across a text</li> </ul>

Curriculum Links and Enrichment Activities
<ul style="list-style-type: none"> <li>Drama and English: visit from Hobgoblin Theatre in Education company – workshop and Greek play 'Perseus and Medusa'</li> </ul>

**Respect**

**Responsibility**

**Reflection**

**Resilience**

# Year 5 History Targets

Chronology			
Draw a timeline of a period in history, adding to it with new facts			
	Autumn	Spring	Summer
How confident I am with chronology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Researching			
Accurately select the information needed in response to questions			
Access different sources including using books, film, internet, letters and diaries to build up knowledge of a period			
	Autumn	Spring	Summer
How confident I am with researching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Historical Knowledge			
Develop the appropriate use of historical terms			
Identify historically significant people and events in situations			
Identify and give reasons for social change during a period studied			
Describe / make links between main events, situations and changes within and across different periods/societies			
Describe the social and cultural diversity in Britain during a period			
Describe social, cultural, religious and ethnic diversity in the wider world			
	Autumn	Spring	Summer
How confident I am with historical knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare and Contrast			
Compare two historical periods, identifying differences and similarities.			
	Autumn	Spring	Summer
How confident I am with comparing and contrasting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>