**WE ARE EXPLORERS** 



**Class: Tigers Class Teachers: Mrs Gardiner and Mrs Graham**

**Term and Year: Autumn 24 (Yr B)**

**PRIMARY PROVOCATION**

*Encouraging children to think deeply, ask questions, debate, have opinions and develop spiritually.*

“The idea with provocations is to **nudge them toward taking their own journey.** You become the main guide on this voyage of learning and discovery. It's your provocation that makes them take the first step” *Wabisabi learning*

**Η σοφία του Σωκράτη αρχίζει με κατάπληξη**

***Wisdom begins in Wonder: How did the Ancient Greeks influence the way we live today?***

**During this enquiry, we will be exploring the following areas of Ancient Greece history and its legacy:**

**Sport, Architecture, The Arts, Democracy**

*Language, Mathematics, Science and Philosophy*

The emphasis throughout the unit is on developing the children’s skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

**KOINONIA**

**RESPECT**

*constant feedback from all adults*

*continuous questioning and hypothesising*

*high expectations for all*

**POSITIVITY**

**COMPASSION**

*learning from mistakes*

*recognising and celebrating achievements*

**PERSEVERANCE**

**INDEPENDENCE**

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| **How will our values be seen in our learning?**  They will show **respect** in exploring how people in a different period of history led their lives. They will understand that not everyone would have lived in the same way or held the same beliefs. They will understand how the Ancient Greeks have influenced the way we lead our lives today |

**THE TRUNK OF TEACHING FOR LEARNING**

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| **Preparation for Supporting Teaching for Learning** | |
| **What are the adults doing?**  **Recap of previous lesson**  **Address misconceptions from previous lesson**  **Revisit vocabulary**  **Recap of knowledge learned so far**  **Introduction to new learning**  ***Make links to learning in previous classes*** | **What are the children doing?**  **Retrieval practice quiz**  **Talk partners sharing learning – last piece of work/ comparing understanding or knowledge**  **Acting on feedback**  **Practising vocabulary**  **Filling in missing parts of knowledge map**  ***Can make links with learning from previous classes*** |

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| **How does this unit build on prior knowledge?**  To build on their previous knowledge and understanding of key concepts including Empire, Invasion and Democracy studied in the topics Ancient Rome and The Egyptians studied in year 3/4 |

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| **LEARNING OBJECTIVES AND OVERVIEWS** |
| LO: What is my prior knowledge? |
| LO: To plot Greece on a map and talk about its locality within the wider world |
| LO: Greek landmarks and points of interest |
| LO: Creating an Ancient Greek timeline |
| LO: Who were the Ancient Greeks? |
| LO: To understand Alexander the Great’s Empire |
| LO: To know about what daily life was like in Ancient Greece? |
| LO: Athens and Sparta |
| LO: Discovering the Ancient Olympics |
| LO: To compare the Olympics (then and now) |
| LO: To learn about Greek God’s and Goddesses |
| LO: What was the Trojan war? |

**GROWING BLOSSOMING FLOURISHING**

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| **Teaching for Learning Objectives: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (revisiting and making links to previous learning)** |

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| **Activities to Support Teaching for Learning** | | | | | |
| **GROWING**  *The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills.* | | **BLOSSOMING**  *The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them.* | | **FLOURISHING**  *The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation.* | |
| **What are the adults doing?**  Review and model how to use an atlas including using the contents and index pages | **What are the children doing?**  Using ‘Collins World in Maps’ locate World Countries map (page 6) | **What are the adults doing?**  Demonstrate how to locate a country and explain how the scale works  Revise the continents of the world – list on white board  Revise oceans  Equator  Lines of Capricorn and Cancer – Northern and Southern Hemisphere  Show a map of Greece mainland and islands on whiteboard  What do they notice – comparisons to other countries in Europe  What is the significance of the amount of coastline/islands?  Show them photographs of modern day Greece  Explore: how will what we have found out about Modern Greece help us understand the way the Ancient Greeks led their life\* | **What are the children doing?**  Locate given country  e.g. China  Say which continent the country is located on  (continents not marked on this map)  Can identify largest and smallest country/ most and least populated country in each continent  Locate continent of Europe in Atlas  Locate given countries including capital city  Using contents page, locate Greece in atlas – using the key what are they able to find out?  Complete a chart showing similarities and differences between UK and Greece: climate, population, wealth, topographical features, land use and economic activity  Make a fact sheet /information leaflet about Modern Greece | **What are the adults doing?**  How can maps help us make sense of the Ancient Greeks?  Maritime nation  Divided nation – city states only rarely coming together against a common enemy  They spoke the same language, lived in a similar way but never united as one country  Why?  Anaximander’s map – using historical sources to help understand how the Ancient Greeks lived | **What are the children doing?**  Can explain how the Ancient Greeks were a divided nation  Understand the difference between a city state and a country  Know that Athens and Sparta were the two most powerful city states  \*After studying Ancient Greece, make links  e.g. Greek islands/city states and invasion  Climate – culture of outdoor life e.g. theatre |

**KEY VOCABULARY**

**Europe, continents, countries, counties, states, Northern and Southern Hemisphere, Artic and Antarctic, latitude, longitude, tropics of Cancer and Capricorn, date time zones,**

**GROWING BLOSSOMING FLOURISHING**

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| **Teaching for Learning Objectives: To know where the events studied are placed on a timeline and how they relate to each other (relating this new knowledge to previous time periods studied since year 1)**  **To know and describe the connections between time periods studied and how they may have been influenced by previous events**  **To know and understand how some historical events occurred concurrently in different locations**  **To use** |

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| **What are the adults doing?**  To ensure that the timelines used/created give pupils a sense of sequence, links and duration  Create a ‘living’ timeline which expands as new content is covered  Ask questions about the timeline that are specifically about links and connections | **What are the children doing?** | **What are the adults doing?**  Give pupils photographs depicting different periods in history – ask them to put them in a chronological order  Do they understand the difference between an historical date and a period of history?  Ask them to estimate how long they think the Ancient Greek Civilisation lasted for?  When was the peak of its power/influence?  5th Century BC | **What are the children doing?**  Work in groups placing the photographs in chronological order  Decide where the 0 should go and the BC and AD signs  Add post it notes with dates  Space the photographs to show time between them | **What are the adults doing?**  How aware would people have been of what was happening elsewhere?  Explore the duration of the Ancient Greek period – how does this compare to other periods of history in other parts of the world? | **What are the children doing**  Understand that timelines have parallel occurrences  Find something else that happened in the world at the same time as the Ancient Greeks |

**KEY VOCABULARY**

**BC, AD, century, ancient, timeline, period, civilizations,**

**GROWING BLOSSOMING FLOURISHING**

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| **Teaching for Learning Objective: To know and explain the impact/influence the period of Ancient Greece had on our lives today: Sport, Architecture, Theatre and Democracy** |

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| **What are the adults doing?**  How did the Ancient Greeks influence sport in our society?  Olympic Games – comparing ancient and modern Olympics.  How did the Ancient Greeks influence our buildings?  **Exploring key features**  **Columns**  **Temples**  **Theatres**  How did the Ancient Greeks influence the arts?  Democracy – explain the origins of democracy being Athens and the City States – the formation of the assembly. | **What are the children doing?**  Watch video about Ancient Olympics – take notes identifying anything the same/different | **What are the adults doing?**  Olympic flame – watch film clips of London Olympics – torch relay/ lighting of the torch in Olympia  Model: Compare and contrast two buildings from different periods of history  Model what features to look for:  Materials  Structure  Symmetry  Roof structure  Windows – amount and size  How does the form of democracy formed in Athens in the fifth century BC compare to the one we use in the UK today? | **What are the children doing?**  Venn diagram showing similarities and differences between the Ancient and Modern Olympics  A trip to Olympia – BBC website.  Posters about the Olympic Games.  Each group given a set of pictures showing buildings from different times in history – can they place them in order from oldest to newest? Can they identify any building, which they think would have been used for worship? Evidence for this? Which of the buildings are from Ancient Greece? Identifying on a timeline when these buildings would have been built.  Work in groups to make a list of the key features of theatres in modern day | **What are the adults doing?**  Identifying buildings that use the style of Ancient Greek architecture e.g. The British Museum  Demonstrate the key features of Ancient Greek architecture/ different types of column  Making links with other periods of history studied – are they able to identify a building from the Roman period?  Use historical sources to discover what theatre would have been like in Ancient Greece | **What are the children doing?**  Write a non-chronological report about the Olympic Games showing an understanding of the influence of the Ancient Greeks  Investigate what games, sports and pastimes were played in other historical periods  Can identify the following types of column and can explain why they were chosen  Ionic  Doric  Corinthian  Links to art – relief work  Link to work on beliefs/temples  Understand that buildings from other periods of history and modern day use features of Ancient Greek buildings  e.g. Renaissance |

**KEY VOCABULARY**

**Ionic, Doric, Corinthian,**

**GROWING BLOSSOMING FLOURISHING**

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| **Teaching for Learning Objectives: To explore the belief systems held by the Ancient Greeks, understanding that not everyone shares the same views/beliefs**  **To make comparisons (similarities and differences) with other periods studied e.g. Ancient Egyptians/Romans** | | | | | |
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| **What are the adults doing?**  Can you remember when we covered something similar in another history topic?  In what ways is this different? | **What are the children doing?** | **What are the adults doing?**  Looking at photographs from the British Museum e.g. vase painting  What does this tell us about the belief system of the Ancient Greeks? | **What are the children doing?**  Identify different Greek gods and goddesses – describe their key features and what they represented  Mount Olympus | **What are the adults doing?** | **What are the children doing?**  Create 3D models showing the different areas of the underworld  Extended writing explaining what many Ancient Greeks believed happened to them when they died  \*links to English work on Orpheus and music Offenbach Orpheus and the Underworld |

**FINAL FLOURISH**

*Enabling children to reflect on and celebrate their learning, whilst connecting their knowledge over space and time.*

To create a display in our corridor to show how Ancient Greece has influenced the way we live today. To reveal and share this with our parents and talk through key areas of understanding and learning.

To retell some of our favourite Greek Myths to family members.