



# Scheme of Learning for Geography and History



Sheep Dip Lane  
Academy



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|---------------|--|
| <b>Phase</b>  | LKS2 Year 3, 3/4 & 4                               |
| <b>Strand</b> | <b>Identity &amp; Social Justice</b>               |
| <b>Leader</b> | F Parish Principal/History<br>N Pounder/ Geography |



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

# Programme of Study



Sheep Dip Lane  
Academy

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KS2 Cycle B

Year 3, 3/4, 4

What is democracy?

Ancient Greece – what makes a great  
leader?

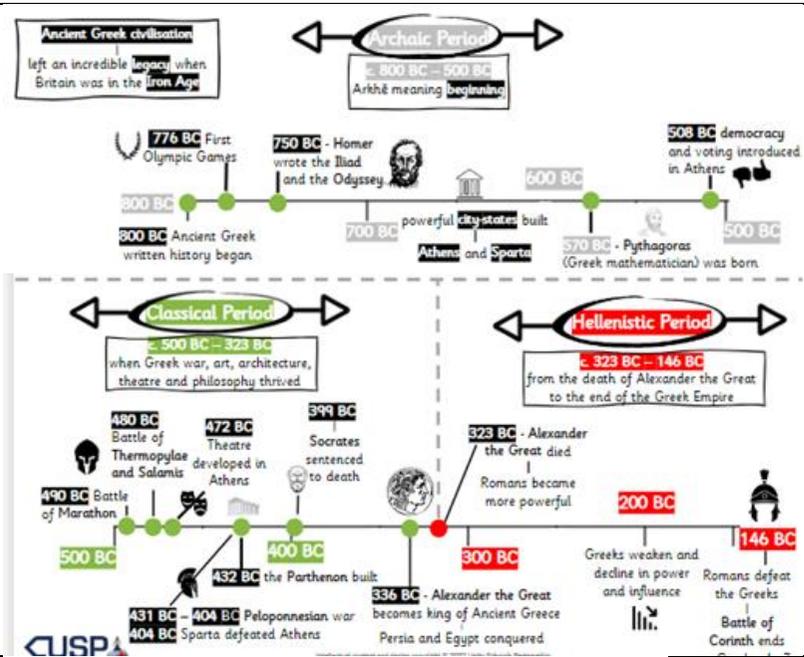


## HISTORY

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <b>Main Strand/Concepts</b>                                | <b>Identity and Social Justice</b> –pupils will learn about the very start of the democratic structure in Ancient Greek life, their achievements and the influence this has had on the Western World.   |  |  |  |  |  |
| <b>Unit overview</b>                                       | <p><b>Within this unit children will build upon their historical knowledge in KS1 of a monarch and their power, Parliament, the UK government and the role of Prime Minister.</b></p> <p>Children will develop their understanding of an ancient civilisation, law, religion and society within the Ancient Greek period. They will learn about what makes a democracy and explore whether all citizens of Athens could vote. They will develop their knowledge about the great thinkers/ philosophers of that time and the power used to make advances in the arts, technology, Maths, design, engineering and architecture and how this has influenced society today.</p> |  |  |  |  |  |
| <b>Disciplinary Knowledge – Thinking like an historian</b> |   |  |  |  |  |  |
| <b>Historical Enquiry</b>                                  | <p><b>Chronology</b><br/>Name the three periods that you studied about Ancient Greece. When were those three periods in time?<br/>What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece?<br/>Use a timeline – what else was happening in the world during these three Ancient Greek periods?</p>   | <p><b>Cause and Consequences</b><br/>What led to the rise of the Ancient Greek civilisation?<br/>Why were they so powerful?<br/>What legacy did the Ancient Greeks leave? True or false? The Olympic games today are very similar to those in ancient times.</p> | <p><b>Change and continuity</b><br/>How did the early form of democracy in Ancient Greece lead to laws and rules today?<br/>What significant changes happened in Ancient Greece between 800 BC and 500 BC?<br/>Were there any things that remained constant through the Ancient Greece civilisation?</p> | <p><b>Similarities and Differences</b><br/>Think about Greek city states. What was similar and what was different between them?<br/>Compare the Ancient Greek beliefs with the Egyptian beliefs. What do you think was similar and what was different?</p> | <p><b>Evidence</b><br/>Antiquity describes the ancient past, including the Egyptians, Greeks and Romans.<br/><br/>What evidence explains how the people of Ancient Greece lived? How do we know?</p> | <p><b>Significance</b><br/>What was significant about the rise of democracy in Athens? How has that influenced the way western countries choose their leaders? Ancient Greece had phenomenal thinkers – who do you remember and why?</p> |
| <b>Prior Learning Links</b>                                | <p><i>In KS1 linked to learning about monarchs and their power change over time in England. Parliament, the formation of a government and the role of a Prime Minister.</i></p> <p><i>In Year 3 pupils learnt about the Ancient Egyptians, their society, the power of the Pharaoh, beliefs and rituals and changes of time which still effect ways we build, agriculture and trade.</i></p>  |  |  |  |  |  |
| <b>Main enquiry question/s</b>                             | <b>What is democracy and what makes a good leader?</b>  |  |  |  |  |  |
| <b>Programme of Study</b>                                  | <b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b>  |  |  |  |  |  |



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|--|---|--|
| <p><b>NC Requirements</b></p>  | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.<br/>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br/>They should understand how our knowledge of the past is constructed from a range of sources.</p>  |  |
| <p><b>Learning Objective</b></p>   | <p><b>Pre-Learning Expectations</b></p>   |  |
| <p><b>Concept 1 Who were the Ancient Greeks and when did they rule?</b></p>  | <p>Children will need pre-learning to link this period in history to one previously studied: they will need to know Britain was in the Iron Age (tribes and clans fought for territory) historians marks the beginning of this period around 800BC at the same time as the beginning of the 3 main ancient Greek periods.<br/>Pre-learning vocabulary recall: words pupils should know from prior learning – recall culture, legacy, founded, civilisation, empire, descendants</p>   |  |
| <p><b>Subject Specific Vocabulary</b></p>  | <p><b>Substantive/ Core Knowledge - What do we want the children to know?</b></p>   | <p><b>Suggested learning activities – What key experiences?</b><br/><b>(Highlighted key disciplinary knowledge learning to be developed with pupils)</b></p>   |
| <p>Tier 2:<br/>Rule, democracy, time, period, ancient, civilisation<br/><br/>Tier 3: polis, unified, Arkhe (meaning beginning)<br/>Helene (meaning an ancient Greek)</p> | <ul style="list-style-type: none"> <li>• <i>Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord)</i></li> <li>• <i>Know that some historians argue that Ancient Greece was the most influential period in European history because of the ideas that were created then and there</i></li> <li>• <i>Know that the Ancient Greek key period in history was at a similar time to the Iron Age in Britain when tribes and clans were fighting for territory.</i></li> <li>• <i>Know that this period is often divided into 3 by historians – Archiac period 800 BC to 500 BC, Classical period 500BC to 323BC and the Hellenistic period 323BC to 146BC.</i></li> <li>• <i>Know some significant events that occurred in each of the 3 main periods of Ancient Greek times.</i></li> </ul> <p><b><u>Additional teacher knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Know that Ancient Greece was made up of many islands, people and territories. It was the culture that unified them.</i></li> </ul> | <p><b>Connect – back by sharing a timeline to recall key periods or events previously learnt by children e.g. Ancient Egyptian period, Stone age to iron age and periods from KS1 linked to learning about England’s Kings and Queens William the conqueror, King John I, Elizabeth I and Elizabeth II. Look at where that is on the timeline in comparison to Ancient Greek 3 key periods.</b></p> <p><b>Explain</b><br/>Explain to the children who were the Ancient Greeks – PPT/BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4#:~:text=They%20lived%20in%20mainland%20Greece,as%20far%20west%20as%20France.">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4#:~:text=They%20lived%20in%20mainland%20Greece,as%20far%20west%20as%20France.</a><br/>Look at the different periods within the Ancient Greeks</p> <p><b>Example</b><br/><b>Model how to plot the time periods on a timeline, discuss layout and how to locate key information on significant events from references e.g. books, websites.</b><br/><b>Children to attempt to re-order key events linked to the 3 periods and then order 3 key representations of events giving reasons for their sequencing. Battle of Corinth, Theatre at Epidaurus and List of victors at Olympic games.</b></p> |



**Apply**

Children to be split into 3 groups and shown some links and resources to find out about significant developments and events for one of the 3 key periods – Archaic, Classical and Hellenistic. Provide some key resources including: images of artefacts, statues depicting battles and leaders, paintings, books and websites.

**Challenge**

Children to debate which of the 3 periods was the most significant and why.



Assessment questions

- Which order of these periods in Greek history is correct?
  - (A) Hellenistic - Archaic - Classical
  - (B) Classical - Hellenistic - Archaic
  - (C) Archaic - Classical - Hellenistic
  
- These events happened in which Ancient Greek period of time?
  - Philosophy and the theatre thrived.
  - Spectacular temples were built.
  - City-states of Athens and Sparta were in a 30 year war.
  - (A) Archaic.
  - (B) Classical.
  - (C) Hellenistic.

Can you name the three periods that you studied about Ancient Greece?  
When were those three periods in time?  
What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece?

Resources:

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zytvpv4#:~:text=They%20lived%20in%20mainland%20Greece,as%20far%20west%20as%20France.>  
[The Sack of Corinth by Thomas Allom - Battle of Corinth \(146 BC\) - Wikipedia](#)



[Ancient Theatre in Epidaurus, Greece | Greeka](#)  
[List of ancient Olympic victors - Wikipedia](#)

