

Year 5 - Summer 1 – Ancient Greeks

Week		L.O.	Lesson Overview	Challenges	Success Criteria and Assessment	Resources
1	Mon	Bank Holiday				
	Wed	To learn about the development of the Greek Empire. To use maps to locate countries in Europe	Children learn about the Empire of Ancient Greece. They use maps to locate countries and cities	Children find countries of Europe. They use a map to identify the Greek Empire. They order events on a timeline	I can explain how the Greek empire changed and grew. I can say one reason why the Greek empire grew. I can explain how a timeline works, including BC and AD. I can order a Greek timeline.	Blank map of Europe, Map of Europe, Map of Greek Empire, Ancient Greeks/roman empire.png , Ancient%20Greeks%20powerpoint , Activity Sheet Alexander the Great Map.pdf , Activity Sheet Ancient Greece Timeline Ordering.pdf ,
	Thur	Note connections, contrasts and trends over time Ask questions about change, cause, similarity and difference	Children learn about how the Greeks developed democracy and compare it to the system that we use	Children fill in a table to identify the similarities and differences between the Greek and modern day democratic systems	I can explain what democracy is I can explain if I think different systems of democracy are fair or not and give reasons I can compare ancient and modern democracy I understand the legacy of the Athenian democratic system	Ancient Greek Democracy.ppt Ancient Greek Democracy Name Cards.pdf Comparing Ancient Greek Democracy.pdf
2	Mon					
	Wed	Understand how our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over e.g. how the Olympics have changed over time but how some features have remained.	Children learn about the history of the Olympics and how it has developed over time	Children identify and compare events from the ancient and modern Olympics	I can tell you why pottery can give us information about the Ancient Greek Olympic Games. I can explain how important the Ancient Games were to the modern Olympic Games and say what is the same and what has changed. I can describe the modern day Olympic games.	Activity Sheet Comparing the Ancient and Modern Olympic Games.pdf
	Thur	Make connections, draw contrasts, analyse trends, frame historically-valid	Children learn about the story of the battle of Marathon	Children act out the story of the Battle of Marathon and then write an account of	I can explain how Athens and Sparta are similar and different.	Activity Sheet Athens Vs Sparta.pdf

		questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.		what happened.	I can order the events of the Battle of Marathon. I can think about the events of the Battle of Marathon from the point of view of someone involved in the Battle.	
3	Mon					
	Wed	To explain why we know the Sun, Earth and Moon are spherical.	Children explore the evidence for the earth being spherical or flat	Children compare different evidence that support the idea of the Earth being flat or spherical	I can describe a sphere. I can describe the Sun, Earth and Moon as spherical. I can name at least two different shapes the Earth was thought to be. I can identify scientific evidence with support. I can identify scientific evidence. I can identify scientific evidence that has been used to support or refute ideas.	Activity Sheet Scientific Ideas and Evidence.pdf Activity Sheet Shape of the Earth Evidence Cards.pdf
	Thur	To name and describe features of the planets in our solar system. To order the planets in our solar system.	Children learn about the planets in our solar system	Children create a poster to provide information they have learnt about the planets	I can name the planets in the solar system with support. I can name the planets in the solar system independently. I can describe some features of the planets. I can place the planets in the solar system in the correct order.	Activity Sheet Create Your Own Planet.pdf Activity Sheet Ideas About Our Solar System.pdf Activity Sheet Planetary Fact Cards.pdf Planetary Poster - MA A3.pdf
4	Mon					
	Wed	To explain how planets move in our solar system.	Children learn about the geocentric and heliocentric models of the solar system and how the Greeks contributed to our	Children create a sketch to explain evidence given by ancient astronomers to explain the movement of the	can explain how the planets orbit the Sun. I can distinguish between heliocentric and geocentric	Activity Sheet Geocentric Versus Heliocentric Character.pdf Activity Sheet Geocentric Versus

			understanding of the solar system	planets	ideas of planetary movement. I can explain theories of planetary movement in the solar system using evidence. I can identify scientific evidence with support. I can identify scientific evidence. I can identify scientific evidence that has been used to support or refute ideas.	Heliocentric Story.pdf Activity Sheet Great Scientists Mini-Biography.pdf Solar system models Character masks Model telescope making sheet
	Thur	To explain day and night and the apparent movement of the sun across the sky.	Children learn about night and day and how this occurs	Children write an explanation for night and day	can explain how night and day occur. I can explain that day and night is due to rotation of the Earth. I can explain using evidence how night and day occur. I can identify scientific evidence with support. I can identify scientific evidence. I can identify scientific evidence that has been used to support or refute ideas.	Activity Sheet Night and Day Explanation Text.pdf Activity Sheet Sun and Shadows.pdf Rotating Earth Instruction Sheet.pdf Activity Sheet Sundial.pdf
5	Mon					
	Wed	Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by predicting night and day in different places on Earth.	Children will learn about time zones around the world and why this occurs	Children will use maps to calculate times around the world	I can make predictions about night and day in different places on Earth. I can support the idea that different places on Earth experience night and day at different times with evidence. I can explain why night and day occur at different times	Globes Earth and Space/Lesson 5 - Night and Day International - Lesson Pack/Activity Sheets/Activity Sheet Night and Day International Investigation.pdf Time Zones by Country Map.pdf Time Zone Challenge Cards.pdf

					<p>in different places on Earth. I can report and present findings from enquiries with support. I can report and present findings from enquiries. I can write a conclusion which explains my findings.</p>	
	Thur	<p>Describing the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth.</p>	<p>Children will learn about the movement of the moon and its effects</p>	<p>Children create a model of the Sun, Earth and Moon and write an explanation to go with it.</p>	<p>I can explain that the Moon orbits the Earth not the Sun. I can explain how the Moon moves relative to the Earth. I can explain how the Earth and Moon move relative to the Sun.</p>	<p>Globes Black card Split pins Scissors Glue</p>
6	Mon					
	Wed		<p>Children will create a model of a greek temple.</p>			
	Thur					