



Year Group  
Year A Autumn Term  
Year 5.6



<b>Block Rational:</b> To learn about a past ancient civilisation: How the structure of society changed over different periods of time; how people lived; the importance of religion and the legacy they left behind that influences modern-day society .				<b>Subject Links:</b> English: Percy Jackson and the Lightning Thief		
<b>Key Texts:</b> Percy Jackson Various Greek Mythology story books for pupils to access				<b>Fieldwork/Practical Opportunities:</b>		
<b>Links to Prior Learning:</b> Links to Roman civilisation taught in LKS2.				<b>Links to Future Learning:</b> <ul style="list-style-type: none"> <li>British Empire – monarchy and rule. – compare differences in how places/times ruled.</li> </ul>		
<b>Steps to Learning</b>						<b>End Point:</b>
Can I explore who the ancient Greeks were, and place their civilisation in time?	Can I understand the different types of government in ancient Greece?	Can I compare the two city-states of Athens and Sparta?	Can I use sources to find out about daily life in ancient Greece?	Can I learn about religion in ancient Greece?	Can I find out about the ancient Greek scholars and philosophers?	Can discuss how modern-day life has been influenced by the ancient Greeks?  End of unit quiz. Can they recall key facts learnt in this unit?
<b>Core Concepts:</b> Change, Continuity and Development Historical interpretation Chronological Understanding.				<b>Substantive Concepts:</b> <i>Civilisation</i> <i>Society</i>		
<b>Key Vocabulary:</b> Change, alter, impact, influence, effects, modernise, progress, drastic, outcome, legacy, ancient, modern, era, chronology, period of time, evidence, sources, primary source, secondary source, point of view, decide, analyse,			<b>National Curriculum:</b>  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.			

<p>perspective, conflicting, different versions, accurate, reliable, inaccurate, unreliable, biased, balanced.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.          Use dates and terms accurately in describing events.          Describe the social, ethnic, cultural or religious diversity of past society.          Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.          Understand that no single source of evidence gives the full answer to questions about the past.          Refine lines of enquiry as appropriate.          Use sources of evidence to deduce information about the past.          Select suitable sources of evidence, giving reasons for choices.          Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.</p>
<p><b>Sticky Knowledge:</b>          Place the Ancient Greeks appropriately on a historical timeline between 2000 BC and 146 BC.          Know there were different periods identified within the Ancient Greek time (Minoan, Mycenaean, Dark Age, Archaic, Classic, Hellenistic).          Know the differences between monarchy, oligarchy and democracy as a way of governing.          City states were governed differently.          Know that Sparta focused on training warriors and took what they wanted. Athens used slave labour to do all the hard manual jobs and focused more on leisure activities and education. They were traders.          The difference between primary and secondary sources of information.          Ancient Greeks worshipped and believed in many gods. (name some).          There were many philosophers and scholars – know one and what their ideas or beliefs were and how they contributed to society. (Socrates, Plato, Hippocrates, Pythagoras, Aristotle, Archimedes).          Know that the Ancient Greeks contribute to art, leisure, entertainment, maths, science etc. and that ideas are still used today.</p>	<p><b>Home Learning Opportunities:</b>          Home learning grid available.</p>

# VIKING TIMELINE

795-806 AD  
VIKING RAIDS ACROSS  
EUROPE

886 AD  
KING ALFRED THE GREAT SIGNS A  
TREATY WITH THE VIKINGS

886-954 AD  
RECONQUEST - ENGLISH INVADE  
DANELAW TERRITORIES

1016 AD  
KING CNUT BECOMES  
KING OF ENGLAND

874 AD  
THE VIKINGS INVADE  
MERCIA

994 AD  
VIKINGS ATTEMPT TO  
INVADE LONDON

1066 AD  
WILLIAM OF NORMANDY ATTACKS  
ENGLAND IN THE BATTLE OF  
HASTINGS. HE IS VICTORIOUS AND IS  
CROWNED WILLIAM THE CONQUEROR,  
KING OF ENGLAND

789 AD  
FIRST VIKING ATTACK  
ON BRITAIN

866 AD  
THE VIKINGS CONQUER  
YORK

954 AD  
THE VIKINGS ARE DEFEATED  
IN YORK

1002 AD  
ST BRICE'S DAY  
MASSACRE

800 AD

850 AD

900 AD

950 AD

1000 AD

1050 AD

793 AD  
VIKING ATTACK ON  
LINDISFARNE

865 AD  
THE GREAT VIKING ARMY  
INVADES BRITAIN LED BY  
IVAR THE BONELESS

911 AD  
VIKINGS ESTABLISH  
NORMANDY IN NORTHERN  
FRANCE

980 AD  
VIKING RAIDS ALONG  
THE ENGLISH COAST

1042 AD  
EDWARD THE  
CONFESSOR BECOMES  
KING

836-838 AD  
BRITISH VICTORY  
AGAINST THE VIKINGS

878 AD  
THE VIKINGS  
INVADE WESSEX

1013 AD  
VIKINGS TAKE OVER  
ENGLAND

1066 AD  
HARALD HADRADA, THE VIKING  
RULER OF NORWAY, ATTACKS  
ENGLAND. HE IS KILLED AT THE  
BATTLE OF STAMFORD BRIDGE

