

## Greatest Greeks – Term 3

Southville Primary School			
Local Anchor Point	Visit / Visitor	Key Person	Key Outcome
Comparisons between Ancient Greek legacies and local history, e.g., Bristol's democratic governance and Olympic connections.	Hobgoblin theatre visit - perform play and complete workshops	Socrates, Plato, Aristotle	<b>History:</b> Understand and explain the lasting impact of Ancient Greek culture, politics, and philosophy. <b>Science:</b> Identify and explain reversible and irreversible changes in materials through practical investigations.
Diversity, Equity and Inclusion		Linked Learning	
Exploring the origins of democracy, representation, and fairness in Ancient Greece. Discussing how ideas of inclusion and exclusion have evolved.		English: Greek mythology writing & non-fiction research. PSHE: Democracy & fairness, past and present.	
Driver 1: HISTORY What was the league of the Ancient Greeks on the Western World today?		Driver 2: SCIENCE What is the science behind the changes we see?	
Driver 1 Objectives		Driver 2 Objectives	
<ul> <li>Ancient Greece civilization – a study of Greek life and achievements and their influence on the western world <ul> <li>Use sources of evidence to deduce information about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> </li> <li>Substantive Historical Concept: <ul> <li>Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</li> <li>Community and culture</li> <li>Conflict and disaster</li> <li>Exploration and invention</li> <li>Hierarchy and power</li> </ul> </li> </ul>		<ul> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	
Driver 1 Disciplinary Knowledge and Skills		Driver 2 Disciplinary Knowledge	and Skills
This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.		This is knowing how to carry out pra collect, use, interpret, understand ar	ctical procedures using different equipment and to nd evaluate the evidence from scientific processes:
<ul> <li>Chronology – having a secure overview of major developments and periods to</li> </ul>		Planning: Asking questions, fair testing, setting up simple tests	
contextualize new knowledge, as well as making connections within and throughout periods of time studied		<ul> <li>Doing: Using different equip</li> </ul>	pment safely, making systematic and careful observations

<ul> <li>Sources and Evidence – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability</li> <li>Cause and Consequence – the reason and result of the things that happened in history</li> <li>Change and Continuity – how key people, places and events changed or stayed the same over time</li> <li>Similarity and Difference – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?</li> <li>Historical significance – why people, events and ideas are important in our studies</li> </ul>	<ul> <li>Recording: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)</li> <li>Concluding: Suggesting answers, reporting, presenting (in oral and written forms)</li> <li>Evaluating: Seeking patterns, making predictions for the future</li> </ul>	
Driver 1 Key Vocabulary	Driver 2 Key Vocabulary	
• <b>Tier 2:</b> legacy, civilisation, democracy, debate, evidence, values, beliefs, tradition, influence, culture, society, government, architecture, entertainment, theatre, philosophy, myths, legend, historian, citizen, community, rule, power, reasoning, thinking, education, trade, empire, law	<ul> <li>Tier 2: dissolve, mixture, filter, reversible, irreversible, reaction, separate, heating, cooling, solution, investigate, predict, absorbent, flexible, conductive, impermeable, translucent</li> <li>Tier 3: soluble, insoluble, solute, solvent, evaporation, condensation, filtration,</li> </ul>	
• <b>Tier 3:</b> Ancient Greeks, Olympics, BCE, BC, AD, democracy, ekklesia, boule, dikasteria, archaeological, philosopher, Spartans, Athenians, Socrates, Plato, Aristotle, mythology, polis, agora, Parthenon, Acropolis, amphitheatre, tragedy, comedy, pantheon, patron	sieving, burning, state of matter, chemical reaction, crystallisation, precipitation, combustion, distillation	

er 1 Sequence	Driver 2 Sequence
<ol> <li>WALT: know some key points about Ancient Greek civilisation and ask questions about what I would like to know.</li> <li>WALT: research the Olympics and find out about key figures.</li> <li>WALT: understand Ancient Greek democracy (class debate).</li> <li>WALT: research life in Ancient Greek times.</li> <li>WALT: use archaeological finds to infer about life in Ancient Greece.</li> <li>WALT: know about the different ways of thinking in Ancient Greek times and know what philosophy is.</li> <li>WALT: know information about the three main Greek philosophers.</li> <li>WALT: learn about Ancient Greek culture, including theatre, architecture, and entertainment.</li> <li>WALT: consider the significance of certain events.</li> <li>WALT: consider the significance of certain events.</li> <li>WALT: consider the significance of certain events.</li> <li>WALT: learn about Ancient Greek architecture.</li> </ol>	<ol> <li>WALT: recap the changes of state.</li> <li>WALT: know that some materials will dissolve in liquid to form a solution.</li> <li>WALT: use knowledge of solids, liquids and gases to decide how mixtures and solutions might be separated.</li> <li>WALT: explain that some changes form new materials, and that these changes are not usually reversible.</li> <li>WALT: identify when a change caused by heating or cooling is reversible or irreversible.</li> <li>WALT: investigate the materials needed for something to burn and the new materials formed by burning.</li> <li>WALT: compare and group together everyday materials on the basis of their properties.</li> <li>WALT: give reasons for the particular uses of everyday materials in relation to their properties.</li> <li>WALT: apply knowledge of materials and their properties to solve a real-world</li> </ol>