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| 1. **Historical context and chronology**   LO: To know Ancient Greece existed around 3000 BCE – 146 BCE  LO: To understand Ancient Greeks lived in city states such as Athens and Sparta | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| Ancient Greece existed a long time ago, from around 3000 BCE to 146 BCE.  People in Ancient Greece lived in city-states, which were like small countries.  Two famous city-states were Athens and Sparta. | - **Chronological Understanding:** Understands the concept of prehistory and how Ancient Greece fits into it.  - **Similarity and Difference:** Compares life in Ancient Greece to today. | Hierarchy and Power |
| **Year 4** | | |
| Ancient Greece existed between 3000 BCE and 146 BCE.  The Greek world was made up of city-states (called polis), which were independent and had their own governments.  Athens was known for its democracy, while Sparta was famous for its military strength. | **Chronological Understanding:** Uses BCE/CE and BC/AD correctly.  - **Continuity and Change:** Understands how Greece changed over time. | Hierarchy and Power |
| **Year 5** | | |
| Ancient Greece was a powerful civilization that existed from around 3000 BCE to 146 BCE.  It was divided into city-states, including Athens and Sparta, which were often in conflict.  Athens was known for its art, philosophy, and the birthplace of democracy, while Sparta focused on warfare and discipline.  The Greek city-states sometimes worked together, such as during the Persian Wars. | **Chronological Understanding:** Confidently sequences events.  - **Cause and Consequence:** Explains consequences of key events. | Hierarchy and Power |
| **Year 6** | | |
| Ancient Greece, which spanned from 3000 BCE to 146 BCE, laid the foundations for Western civilization.  The region was divided into city-states, including Athens and Sparta, which had distinct cultures and rivalries.  Athens developed one of the first known democracies, encouraging citizen participation.  Sparta was an oligarchy, known for its powerful military and strict social structure.  The competition and cooperation between city-states shaped the political and cultural landscape of Ancient Greece. | - **Chronological Understanding:** Places Greek history in the wider context of world history.  - **Continuity and Change:** Analyses long-term changes. | Hierarchy and Power |
| 1. **Daily Life and Society**   LO: To understand rich and poor Greeks lived differently and women had fewer rights. | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| In Ancient Greece, rich and poor people lived differently.  Rich Greeks had large homes and could afford servants.  Poor Greeks had smaller homes and did more of their own work.  Women had fewer rights than men and mostly stayed at home. | **Chronological Understanding:**  Understands the concept of prehistory and how Ancient Greece fits into a time before written records were kept in some areas but had written documentation in others.  **Similarity and Difference:**  Can identify several key similarities and differences between the lives of Ancient Greeks and their own lives today. | Everyday Life |
| **Year 4** | | |
| In Ancient Greece, there was a clear difference between the rich and poor.  Rich families owned land, had large houses, and could afford slaves to do their work.  Poor families worked on farms or as tradespeople and had smaller homes.  Women had fewer rights and could not vote or own land.  They were responsible for housework and raising children. | **Continuity and Change**:  Understands the historical concept of continuity (e.g., social hierarchy remained stable) and change (e.g., differences in women’s rights across city-states).  **Similarity and Difference**:  Can identify similarities and differences between Ancient Greece and previously studied periods. | Everyday Life |
| **Year 5** | | |
| Ancient Greece, wealthy and poor citizens lived very different lives.  Wealthy Greeks enjoyed luxuries, such as fine clothing, jewelry, and large feasts.  Poor Greeks lived simply, often working as farmers, laborers, or traders.  Women had limited rights:   * They could not vote, own property, or take part in politics. * Their main role was to manage the household and raise children. * In Sparta, women had slightly more freedom, including owning land. | **Continuity and Change:**  Can discuss continuity and change between Ancient Greece and more recent historical periods.  **Cause and Consequence:**  Explains the consequences of inequality (e.g., the limited role of women and the power of wealthy citizens). | Everyday Life |
| **Year 6** | | |
| In Ancient Greece, society was divided by wealth and gender.  Rich Greeks lived in lavish homes, with servants and slaves to do household chores.  Poor Greeks lived modestly, working hard as farmers or craftsmen.  Women had very few rights:   * They could not vote, hold political office, or own property (except in Sparta). * Their main responsibilities were housework and childcare. * In Athens, women were expected to remain out of public life, while in Sparta, they had more freedom, including the right to own land. | **Continuity and Change:**  Can analyse continuity and change in gender roles and social class throughout history (e.g., comparing Ancient Greek inequality to other historical periods).  **Cause and Consequence:**  Explains in detail the causes and consequences of inequality in Ancient Greek society, such as the exclusion of women from politics. | Everyday Life |
| 1. **Government and Democracy**   LO: To understand Athens had a democracy and Sparta had an oligarchy. | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| In Ancient Greece, people in different city-states had different types of government.  Athens had a democracy, which meant people could vote on decisions. | **Similarity and Difference:**   * Can identify **several key similarities and differences** between the lives of Ancient Greeks and their own lives today, such as comparing democracy in Athens to modern systems. | Legacy |
| **Year 4** | | |
| Ancient Greece was made up of city-states with different governments.  Athens had a democracy, where free men could vote on important issues.  Sparta had an oligarchy, ruled by a small group of powerful leaders.  The two city-states often had conflicts because of their different systems. | **Continuity and Change:**   * Understands the concept of **continuity and change**, recognizing how Greek political systems influenced later governments.   **Similarity and Difference:**   * Can identify **similarities and differences** between the political systems of Ancient Greece and previously studied societies. | Legacy Legacy |
| **Year 5** | | |
| In Ancient Greece, city-states had different forms of government.  Athens had a democracy, where citizens (free men) could vote on laws and policies.  Sparta had an oligarchy, where a small group of wealthy and powerful men controlled the city-state.  Athenian democracy was an early form of citizen participation, but women and slaves could not vote.  In Sparta, decisions were made by a council of elders and two kings, giving little power to ordinary people. | **Continuity and Change:**   * Can **discuss continuity and change** by comparing Ancient Greek government systems with more recent historical periods.   **Similarity and Difference:**   * Can identify **key similarities and differences** between Athens and Sparta in more abstract terms (e.g., democracy vs. oligarchy). |  |
| **Year 6** | | |
| In Ancient Greece, Athens and Sparta had very different political systems.  Athens had a direct democracy, where male citizens could vote on laws and important decisions.  Sparta had an oligarchy, where power was held by a small group of wealthy leaders, including two kings and a council.  Athenian democracy was an early form of self-rule but was limited to free men only, excluding women, slaves, and foreigners.  In Sparta, power was concentrated among the military elite, and ordinary citizens had very little influence over decisions.  The contrast in government types contributed to rivalry and conflict between the two city-states, including during the Peloponnesian War. | **Similarity and Difference:**   * Can identify **specific similarities and differences** between Ancient Greek governments and those of other civilizations, using evidence.   **Interpreting Evidence:**   * Demonstrates a more developed understanding of **bias and propaganda**, recognizing how Athenian and Spartan sources may have portrayed their own systems favorably. | Legacy |
| 1. **Gods, religion and myths**   LO: To understand Ancient Greeks had their own religion, god and myths | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| The Ancient Greeks believed in many gods and goddesses.  They told myths (stories) about their gods to explain things they didn’t understand, like the weather.  Zeus was the king of the gods.  The Greeks believed the gods lived on Mount Olympus. | **Similarity and Difference:**   * Can identify **similarities and differences** between Greek religious beliefs and modern religions (e.g., belief in multiple gods vs. monotheism).   **Interpreting Evidence:**   * Understands that **stories and myths** are sources of information about Greek religious beliefs. | Everyday life |
| **Year 4** | | |
| The Ancient Greeks had their own religion and believed in many gods and goddesses.  Each god or goddess had different powers (e.g., Poseidon controlled the sea, and Athena was the goddess of wisdom).  The Greeks told myths to explain natural events and to teach lessons.  They built temples to honor their gods and made offerings.  The Greeks believed the gods could influence their lives and sometimes helped or punished them. | **Continuity and Change:**   * Recognizes **continuity and change** by comparing how Greek religious practices evolved over time (e.g., adding new gods or creating new myths).   **Interpreting Evidence:**   * Begins to recognize that myths, temples, and artwork are forms of **historical evidence** about religious beliefs. | Everyday life |
| **Year 5** | | |
| The Ancient Greeks followed a polytheistic religion, worshipping many gods and goddesses.  They believed the gods had human-like qualities, including emotions and rivalries.  The Greeks told myths to explain the world around them and to teach moral lessons.  Major gods included:   * Zeus (king of the gods) * Hera (queen of the gods) * Apollo (god of the sun and music) * Athena (goddess of wisdom and war)   The Greeks built temples and held festivals and sacrifices to honor their gods.  Religious beliefs were linked to everyday life and decision-making, including war and agriculture. | **Continuity and Change:**   * Recognizes **continuities** in religious beliefs over time (e.g., continued temple worship) and **changes**, such as the influence of Greek myths on later Roman religion.   **Interpreting Evidence:**   * Understands that **temples, statues, and writings** are forms of evidence about Greek religion, recognizing the value and limitations of different sources. | Everyday life |
| **Year 6** | | |
| The Ancient Greeks practiced a polytheistic religion, believing in many gods and goddesses who ruled over different aspects of life.  Their myths were used to explain natural phenomena, teach moral lessons, and provide divine justification for events.  The Olympian gods, led by Zeus, were central to Greek religion, while local gods and minor deities were also worshipped.  Religious practices included:   * Temple ceremonies and sacrifices to honor the gods. * Oracles, such as the one at Delphi, were believed to offer divine guidance. * Festivals, such as the Olympic Games, were held in honor of the gods.   Myths shaped Greek culture, politics, and art, influencing their architecture, sculptures, and literature. | **Continuity and Change:**   * Analyzes **continuity and change** in religious practices over time (e.g., comparing early Greek religious practices to later Roman influences). * ions, using specific evidence.   **Interpreting Evidence:**   * Demonstrates a deeper understanding of **bias and interpretation**, recognizing that myths often reflected the values and beliefs of the time rather than literal events. | Everyday life |
| 1. **Ancient Greek Military and warfare**   LO: To understand the different Ancient Greek armies | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| The Ancient Greeks had armies and fought in battles.  Greek soldiers were called hoplites.  They wore bronze armor and used shields, spears, and swords.  City-states like Athens and Sparta had their own armies.  Sparta was famous for having strong, well-trained soldiers. | **Cause and Consequence:**   * Understands that the Greeks **fought to defend their city-states** or gain power.   **Interpreting Evidence:**   * Uses **artifacts (e.g., armor, statues)** and depictions of battles as evidence of Greek warfare. | Hierarchy and power |
| **Year 4** | | |
| The Ancient Greeks often fought in wars, especially between different city-states.  Hoplites were heavily armed foot soldiers who fought in a phalanx formation (standing close together with their shields).  Athens had a strong navy, while Sparta had a powerful army.  Weapons and armor included:   * Shields, spears, and swords for battle. * Bronze helmets and chest plates for protection.   Greeks fought in famous battles, such as the Battle of Marathon. | **Cause and Consequence:**   * Understands that **conflict between city-states** (e.g., Athens and Sparta) was caused by political and territorial disputes.   **Interpreting Evidence:**   * Uses **statues, pottery, and written accounts** as evidence of Greek warfare and evaluates their reliability. | Hierarchy and power |
| **Year 5** | | |
| The Ancient Greeks were skilled in warfare, with different city-states having unique military strengths.  Athens was known for its navy, which used large ships called triremes with powerful ramming devices.  Sparta had a fearsome army, made up of full-time, highly trained warriors.  The phalanx formation was a key military tactic, where soldiers stood side by side with overlapping shields.  The Peloponnesian War was a major conflict between Athens and Sparta.  Greek soldiers also fought against the Persians in battles like Thermopylae and Salamis. | **Similarity and Difference:**   * Can identify **similarities and differences** between Greek and Persian military strategies.   **Interpreting Evidence:**   * Evaluates **ancient texts, artifacts, and visual representations** as evidence of Greek military practices. | Hierarchy and power |
| **Year 6** | | |
| The Ancient Greeks were known for their advanced military strategies and disciplined armies.  The phalanx formation was a key tactic, providing strong defense and attack power.  Athens relied on its naval power, using large triremes with bronze rams to destroy enemy ships.  Sparta’s army was one of the most feared, made up of full-time soldiers trained from a young age.  Greek warfare involved:   * Battles on land and at sea, with different strategies for each. * The use of mercenaries (hired soldiers) in some wars. * Siege warfare, where cities were surrounded and starved into surrender. | **Cause and Consequence:**   * Explains the **causes and consequences** of Greek warfare, such as how the Peloponnesian War weakened Greek power and enabled Macedonian conquest.   **Similarity and Difference:**   * Identifies **similarities and differences** between Greek and other ancient military systems, using specific evidence. | Hierarchy and power |
| 1. **Ancient Greek art and culture**   LO: To understand Ancient Greek art and culture and the impact it had | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| The Ancient Greeks created beautiful pottery, sculptures, and buildings.  Their pottery often showed pictures of gods, heroes, and everyday life.  They built temples like the Parthenon to honor their gods. | **Continuity and Change:**   * Recognizes that **some aspects of life (e.g., festivals, theatre, art)** have remained the same, while others have changed.   **Interpreting Evidence**:   * Understands the difference between primary and secondary sources and can use both to learn about Greek art and culture (e.g., looking at pottery, statues, and ancient texts). | Legacy |
| **Year 4** | | |
| The Ancient Greeks were known for their detailed sculptures and pottery.  Their sculptures were made from marble and bronze and showed realistic human forms.  Greek temples were decorated with columns and statues, influencing modern architecture.  The Olympic Games began in 776 BCE as a religious festival to honor Zeus.  Greek myths and stories about gods, heroes, and monsters were important in their culture. | **Continuity and Change:**   * Recognizes that Greek art and culture have had a **lasting impact**, with some traditions continuing today.   **Interpreting Evidence:**   * Begins to understand that there can be **more than one interpretation** of the past and asks questions about the origin and purpose of sources (e.g., myths vs. historical accounts). | Legacy |
| **Year 5** | | |
| Ancient Greek art, pottery, and sculpture showed stories, mythology, and historical events.  Greek architecture, including the use of Doric, Ionic, and Corinthian columns, influenced modern buildings.  Theatre was a major part of Greek culture, with famous playwrights like Euripides and Sophocles writing plays still performed today.  The Olympic Games brought city-states together in competition and religious celebration.  Greek music and poetry, including the works of Homer (The Iliad and The Odyssey), were central to their culture. | **Continuity and Change:**   * Discusses **continuity and change** between Ancient Greek and later cultural traditions, such as how Greek architectural styles are used today or influenced Ancient Rome.   **Interpreting Evidence**:   * Begins to question the reliability of sources and whether they are biased (e.g., myths as historical sources). | Legacy |
| **Year 6** | | |
| Ancient Greek art and culture had a lasting impact on the world, influencing sculpture, painting, literature, and theatre.  Greek architecture, including the Parthenon and the Acropolis, showed advanced engineering and artistic skill.  Greek theatre introduced ideas still used today, such as tragedy, comedy, and dramatic storytelling.  The Olympic Games, theatre, and philosophy played key roles in shaping Greek culture and society.  Greek myths and literature, including the works of Homer, Aesop, and Hesiod, influenced storytelling worldwide. | **Cause and Consequence:**   * Explains in a **detailed way** how Greek cultural ideas shaped the **Roman Empire and modern society**.   **Interpreting Evidence:**   * Has a **more developed understanding of bias and propaganda**, questioning whether **sources were influenced by political or cultural perspectives**. | Legacy |
| 1. **Ancient Greek trade and economy**   LO: To understand Greek trade and its impact | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| Ancient Greeks traded goods like olive oil, wine, and pottery with other places.  They used boats to travel across the Mediterranean Sea to trade.  Some Greek city-states became rich from trade.  Greeks got things they needed, like grain, metals, and spices, from other countries. | **Continuity and Change**   * Recognizes that people **traded goods in the past just as they do today**, but the way trade was done (e.g., boats and bartering) has changed.   **Similarity and Difference**   * Can compare Ancient Greek trade to how goods are bought and sold today. | Legacy |
| **Year 4** | | |
| Ancient Greeks traded across the Mediterranean, swapping olive oil, wine, and pottery for wheat, metals, and luxury goods.  Greek markets (agoras) were busy places where people bought and sold goods.  Some city-states, like Athens, became wealthy through trade and had a strong economy.  The Greeks used coins instead of bartering to pay for goods. | **Continuity and Change**   * Recognizes that **trade and markets existed in the past**, but **methods of payment and transport have evolved**.   **Similarity and Difference**   * Compares Greek markets (agoras) to modern markets or shopping centers. | Legacy |
| **Year 5** | | |
| Trade was important for Ancient Greek city-states, especially Athens, which relied on importing grain to feed its people.  The Greeks traded across the Mediterranean, Black Sea, and North Africa, spreading their culture and ideas.  Different city-states had different economies: Athens focused on trade, while Sparta relied more on farming and conquest.  The invention of silver coins made trading easier and helped the economy grow. | Continuity and Change  Recognizes the evolution of money and trade (e.g., from bartering to coin use).  Cause and Consequence  Explains how Athens became powerful due to trade while Sparta remained more isolated. | Legacy |
| **Year 6** | | |
| The Ancient Greek economy was based on trade, farming, and craftsmanship, with different city-states specializing in different goods.  Greek merchants traveled across the Mediterranean and beyond, creating a network of trade routes that connected Europe, Asia, and Africa.  Athens became a major trading power, while Sparta remained mostly self-sufficient, showing different economic systems.  The use of standardized currency (drachma coins) helped create a more advanced and connected economy. | **Significance**   * Can evaluate the **long-term impact of Ancient Greek trade**, linking it to globalization and cultural exchange. | Legacy |
| 1. **Ancient Greek impact on modern world**   LO: To understand the last impact of the Ancient Greeks | | |
| **Substantive Knowledge** | **Disciplinary Knowledge** | **Big Idea** |
| **Year 3** | | |
| The Ancient Greeks invented ideas that we still use today, like democracy (voting).  The Olympics began in Ancient Greece and still happen today.  Greek architecture, like columns and temples, influenced modern buildings.  Some Greek words are still used in English today. | **Chronological Understanding**   * Understands that Ancient Greece is part of history and how long ago it was.   **Significance**   * Can explain why Ancient Greece is still important today. | Legacy |
| **Year 4** | | |
| Ancient Greek democracy in Athens influenced how countries like the UK and USA are run today.  The Greeks created important buildings that inspired modern designs (e.g., government buildings and museums).  The Olympics started in Greece and have changed over time.  Many English words and scientific ideas come from Greek language and discoveries.  Greek myths and legends have influenced modern films, books, and plays. | **Chronological Understanding**   * Uses **BC/AD or BCE/CE** to refer to Ancient Greece and compare it with today.   **Significance**   * Can begin to link Greek achievements to their impact on the modern world. | Legacy |
| **Year 5** | | |
| The Ancient Greeks shaped modern government, especially the idea of citizen participation in democracy.  Greek architecture and art influenced famous buildings, like the White House and the British Museum.  The Olympics evolved from a religious festival in Ancient Greece into a worldwide sporting event.  The Greeks made scientific and mathematical discoveries that we still use today (e.g., Pythagoras and Archimedes).  Many modern stories, superhero tales, and fantasy books are inspired by Greek myths. | **Chronological Understanding**   * Can confidently place Ancient Greece on a timeline and compare it with other civilizations.   **Significance**   * Can explain the long-term effects of Ancient Greece on today’s world. | Legacy |
| **Year 6** | | |
| The Greeks developed early forms of democracy, which influenced modern governments and laws.  Greek philosophers, like Socrates, Plato, and Aristotle, shaped modern education, science, and politics.  The Olympics, started in Ancient Greece, remain an important global event today.  Greek advancements in mathematics, medicine, and astronomy laid foundations for modern science.  Many Greek ideas (e.g., citizenship, philosophy, sports, and architecture) shaped Western civilization. | **Chronological Understanding**   * Can accurately place Ancient Greece within world history and understand how it connects to modern times   **Significance**   * Can evaluate how Ancient Greece shaped modern society. | Legacy |