

# Medium Term Mind Map

## Year 5 Autumn 2

### 2021-22

**1. WALT:** When were the four main periods of the Greek empire?

**Chronological understanding** – Sequences historical periods.

[Who were the ancient Greeks? - BBC Bitesize](#)

**2. WALT:** How did ancient Greece trade and with and who?

**Historical Enquiry** - Use evidence to build up a picture of the past (library, internet, documents, printed sources, pictures, photos, music, artefacts etc for research) and then select relevant sections of information.

**3. WALT:** How was democracy developed by the Greeks?

**WALT:** How does ancient Greek democracy compare to ours today?

**Organisation and Communication** - Choose most appropriate way to present information to an audience.

**Organisation and Communication** - Recall, select and organise historical information and use dates and terms accurately.

**Chronological understanding** - Identifies changes within and across historical periods.

[How did the ancient Greeks change the world? - BBC Bitesize](#)

**7. WALT:** What was it like to go to school in Ancient Greece?

**Historical Interpretation** - Give clear reasons why there may be different accounts of history.

**Historical Enquiry** - Ask a range of questions about the past.

[Ancient Greece Schools for Kids](#)  
([primaryhomeworkhelp.co.uk](#))

## Ancient Greeks

**5. WALT:** When was the Greek Empire at its strongest, how did it achieve it and why?

**Knowledge and understanding of past events, people and changes in the past** - Give some causes and consequences of main events, situations and changes in the period studied.

**Knowledge and understanding of past events, people and changes in the past** - Identify changes and links within and across the time periods studied.

### Skills Learnt in Previous Year:

**Chronological understanding** – using timelines to place events from period studied and significant events.  
Use terms related to the period to the period and begin to date events.  
Use words and phrases such as century, decade, BCE, CE, after, before, during.  
Divide recent history into present, using 21<sup>st</sup> century and the past using 19<sup>th</sup> and 20<sup>th</sup> century.

**Historical enquiry** – use evidence to build up a picture of a past event using a range of sources.

Ask a variety of questions.

Understand the difference between primary and secondary sources.

Suggest sources of evidence from a selection provided to use to help answer from questions.  
Use evidence to build up a picture of a past event, using library, internet, documents, printed sources, pictures, photos, music, artefacts etc for research.

**Historical interpretation** – look at evidence available and give reasons why there may be different accounts in history.

Begin to evaluate the usefulness of different sources.

Use textbooks and historical knowledge.

**Knowledge and understanding of past events, people and changes in the past** – describe how some of the past events/people affect life today.  
Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.

Give reasons why changes in houses, cultures, leisure, clothes etc may have occurred during a time period.

**Organisation and Communication** - Presents and communicate findings about the past using speaking, writing, maths (data handling) ICT, drama and drawing skills.

Uses dates and terms correctly by recalling, selecting and organising historical information.

Discuss most appropriate way to present information, realising that it is for an audience.

**6. WALT:** How did the Ancient Greeks live and dress?

**Historical Enquiry** - Use evidence to build up a picture of the past (library, internet, documents, printed sources, pictures, photos, music, artefacts etc for research) and then select relevant sections of information.

[What was it like to live in an ancient Greek family? - BBC Bitesize](#)

[https://school-learningzone.co.uk/key\\_stage\\_two/ks2\\_history/world\\_history/ancient\\_greece/ancient\\_greece.html](https://school-learningzone.co.uk/key_stage_two/ks2_history/world_history/ancient_greece/ancient_greece.html)

[https://www.ducksters.com/history/ancient\\_greece.php](https://www.ducksters.com/history/ancient_greece.php)

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/planning-teaching-ancient-greece-ks2/>

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/ancient-greece/>

<https://www.teachingideas.co.uk/subjects/greeks> / <https://www.teachingideas.co.uk/greeks/the-ancient-greece-pack>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>

<https://www.youtube.com/watch?v=RchSJSJAbc0> video, bit US biased but good for introducing topic

<http://stbarnabasprimary.co.uk/wp-content/uploads/2013/03/VOL-177-Worksheets.pdf> slide 23 is particularly useful as its about primary and secondary sources.. eg the role of archeology