



Scheme of Work		
<b>Years:</b> 5&6	<b>Title:</b> Ancient Greece	<b>Weeks:</b> 6 weeks
<p><b>Rationale</b></p> <p>This unit develops pupils' understanding of Ancient Greece and its significance within world history. Pupils explore how Ancient Greek civilisation shaped ideas, beliefs and systems that continue to influence modern life today. Through historical enquiry, evidence analysis and disciplinary thinking, pupils investigate democracy, philosophy, mythology, daily life, warfare and the lasting legacy of Ancient Greece.</p> <p>Learning is designed to encourage curiosity, questioning and ambitious thinking through meaningful contexts and high-quality texts. Pupils investigate how historians construct understanding from evidence, consider how interpretations may differ and explore the lasting influence of Ancient Greek ideas upon society today. Opportunities for chronology, interpretation, comparison and evaluation support pupils in developing historical thinking and confidence in communicating ideas.</p> <p>The unit uses carefully selected Reading Spine texts including myths, historical fiction and non-fiction texts to promote disciplinary reading and deepen understanding. These texts provide opportunities to explore culture, beliefs, identity, achievement and different perspectives whilst developing vocabulary, fluency and comprehension.</p> <p><b>Learning experiences are designed to:</b></p> <ul style="list-style-type: none"> <li>• develop secure knowledge and understanding of Ancient Greece and its place within world history</li> <li>• build historical enquiry, reasoning and evidence-based thinking skills</li> <li>• develop curiosity through investigation, discussion and interpretation</li> <li>• strengthen understanding of historical vocabulary and concepts through repeated application</li> <li>• provide opportunities for retrieval, comparison and interpretation</li> <li>• develop confidence in communicating historical understanding through spoken, practical and written outcomes</li> <li>• create meaningful opportunities for discussion, collaboration and critical thinking</li> <li>• encourage pupils to consider how historical events and achievements continue to influence modern life</li> <li>• provide opportunities to explore democracy, society and human experiences through significant individuals and ideas</li> <li>• promote positive attitudes towards history and historical enquiry</li> <li>• support pupils to make connections across subjects and apply learning in meaningful contexts</li> <li>• ensure pupils access ambitious learning through adaptive approaches without reducing curriculum expectations</li> </ul> <p>By the end of the unit pupils will understand that historical understanding develops through evidence, interpretation and enquiry and that ideas from the past continue to shape the world today.</p>		
<p><b>Adaptive Teaching</b></p> <p>This unit applies Storyybrook SEMH principles with particular emphasis on practical enquiry and collaborative investigation.</p> <p><b>Examples of adaptation within this unit include:</b></p> <ul style="list-style-type: none"> <li>• visual timetables and now/next supports</li> <li>• vocabulary pre-teaching and rehearsal</li> <li>• sentence stems and modelling</li> <li>• chunked instructions and reduced cognitive load</li> <li>• oral rehearsal before recording ideas</li> <li>• alternative recording methods (drawing, practical outcomes, verbal responses)</li> </ul>		



- sensory and movement opportunities where needed
- emotional check-ins and regulation support

**Challenge and Greater Depth Opportunities**

Pupils demonstrating secure understanding may be challenged through:

- increasingly independent application of learning
- deeper questioning and higher-order thinking
- interpretation and evaluation of evidence
- more sophisticated use of disciplinary and subject-specific vocabulary
- extended reasoning and justification of ideas
- leadership, collaboration and peer-support opportunities
- greater complexity within written, practical and presentation outcomes
- opportunities to make connections across subjects and contexts
- evaluate the significance of Ancient Greek achievements and their influence on modern society
- compare evidence from different historical sources and justify interpretations

**Hook**

Pupils enter a classroom transformed into an Ancient Greece Museum or Archaeological Dig Site containing:

- mystery artefact boxes (coins, scrolls, pottery fragments, laurel wreaths, replica artefacts)
- maps of Ancient Greece and city-states
- images of Greek temples and architecture
- Olympic items (medals, olive branches, athlete images)
- Greek mythology symbols and character cards
- dramatic Greek music and videos
- philosopher quote stations
- mystery source evidence cards
- Greek alphabet challenges

**Opening challenge**

**Can you become a historian and discover why Ancient Greece still influences our lives today?**

**Writing outcomes**

**By the end of the unit pupils will:**

- compose explanation texts describing aspects of Ancient Greek civilisation, beliefs and achievements
- write comparative responses identifying similarities and differences between Ancient Greece and modern society
- create diary entries and first-person narratives from the perspective of people living in Ancient Greece
- write balanced arguments and persuasive responses linked to historical questions and viewpoints
- use evidence from historical sources, artefacts, texts and discussion to explain ideas and justify thinking
- create information texts, museum guides, presentations or historical reports linked to Ancient Greece

**Mixed-age challenge (Year 6 depth):**

- explain understanding using increasingly precise historical and disciplinary vocabulary independently
- justify historical interpretations using evidence from multiple sources
- compare and evaluate information from different historical sources independently
- adapt writing for different purposes including explanation, persuasion, balanced argument and historical interpretation writing
- evaluate the reliability of historical evidence and justify conclusions



	<ul style="list-style-type: none"> <li>• evaluate reliability of historical evidence independently</li> <li>• explain significance using precise historical vocabulary</li> <li>• justify interpretations using evidence from multiple sources</li> <li>• make historical judgements supported by evidence</li> </ul>
<p><b>Outcomes</b></p> <p><b>By the end of the unit pupils produce:</b></p> <ul style="list-style-type: none"> <li>• an <b>Ancient Greece Museum Showcase</b> shared with adults, peers or visitors demonstrating understanding of Ancient Greek civilisation and its lasting influence</li> <li>• a collection of spoken, practical and written learning evidence</li> <li>• a written explanation, balanced argument, historical report or persuasive outcome demonstrating understanding of Ancient Greece</li> <li>• annotated timelines, maps and historical representations linked to Ancient Greek society and events</li> <li>• labelled diagrams and source analysis linked to artefacts, architecture, beliefs and daily life</li> <li>• predictions, questions and responses linked to enquiry activities and historical investigations</li> <li>• comparative work linked to Ancient Greece and modern society</li> <li>• a practical or creative outcome linked to learning (e.g. artefact replicas, museum exhibits, Greek architecture models, mythology storyboards or democratic debate presentations)</li> <li>• vocabulary-rich classroom display work linked to historical concepts and disciplinary vocabulary</li> <li>• a collaborative presentation, demonstration or historical enquiry outcome explaining learning and ideas</li> <li>• digital or creative outcomes such as presentations, podcasts, videos or recorded explanations where appropriate</li> <li>• historical source interpretation activities using evidence to support conclusions</li> <li>• written reflections and evaluations linked to key enquiry questions and historical thinking</li> </ul>	<p><b>Success Criteria:</b></p> <p><b>By the end of the unit most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• use topic vocabulary accurately within discussion and learning activities</li> <li>• place Ancient Greece within a chronological timeline and make links with previously studied civilisations</li> <li>• identify and describe key features of Ancient Greek civilisation including city-states, beliefs, democracy and daily life</li> <li>• explain some ways Ancient Greece has influenced modern society</li> <li>• identify and describe similarities and differences between Ancient Greece and modern life</li> <li>• use historical sources, artefacts and texts to retrieve and interpret information</li> <li>• ask relevant historical questions and discuss ideas thoughtfully using historical vocabulary</li> <li>• identify and discuss different viewpoints and interpretations linked to historical evidence</li> <li>• record ideas, observations and responses using appropriate vocabulary and sentence structures</li> <li>• use evidence from historical sources, texts, images and investigations to explain ideas and justify thinking</li> <li>• explain how Ancient Greece influenced modern life</li> <li>• identify similarities and differences between Athens and Sparta</li> <li>• interpret historical evidence to answer questions</li> <li>• justify conclusions using evidence</li> </ul> <p><b>Year 6 extension:</b></p> <ul style="list-style-type: none"> <li>• explain the significance of Ancient Greece using increasingly precise historical vocabulary independently</li> <li>• interpret and evaluate information from historical sources and identify possible bias or reliability issues</li> <li>• justify ideas and historical interpretations using evidence from multiple sources</li> <li>• identify connections between Ancient Greek achievements and modern society</li> </ul>



	<ul style="list-style-type: none"> <li>• compare and evaluate different viewpoints and interpretations independently</li> <li>• make reasoned historical judgements supported by evidence</li> <li>• evaluate reliability of sources</li> <li>• justify interpretations using evidence</li> <li>• explain significance independently</li> </ul>
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<p><b>Secure End Point</b></p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explain the significance of Ancient Greek civilisation and describe its influence on the modern world</li> <li>• identify key features of Ancient Greek life, including beliefs, achievements and society</li> <li>• interpret evidence from historical sources to explain similarities and differences between historical periods</li> <li>• use historical vocabulary accurately to justify ideas and communicate understanding</li> <li>• communicate understanding confidently through spoken, practical and written outcomes</li> </ul>	
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<p><b>Common Misconceptions</b></p> <p>Pupils may think:</p> <ul style="list-style-type: none"> <li>• Ancient Greece was one country with one ruler rather than a collection of independent city-states</li> <li>• Athens and Sparta were the same and all people in Ancient Greece lived in similar ways</li> <li>• all people in Ancient Greece had equal rights and opportunities</li> <li>• democracy in Ancient Greece was the same as democracy today</li> <li>• everyone could vote within Ancient Greek democracy rather than only certain citizens</li> <li>• Ancient Greek myths were historical facts rather than stories used to explain ideas, beliefs and culture</li> <li>• all Ancient Greeks believed exactly the same things and worshipped gods in the same way</li> <li>• historical evidence always gives one clear and complete answer</li> <li>• historians know exactly what happened in the past without interpretation</li> <li>• all historical sources are equally reliable and accurate</li> <li>• people in Ancient Greece lived in ways completely unrelated to modern life</li> <li>• Ancient Greek achievements only affected people in the past and have no influence today</li> <li>• the Olympic Games, philosophy, mathematics and democracy began in their modern form</li> <li>• the Parthenon, temples and artefacts looked exactly the same as they appear today</li> </ul>	<p><b>Sticky Knowledge (Non-negotiable Learning)</b></p> <p>By the end of this unit pupils will know:</p> <ul style="list-style-type: none"> <li>• Ancient Greece existed thousands of years ago and can be placed within a wider historical timeline</li> <li>• Ancient Greece was made up of independent city-states rather than one united country</li> <li>• Athens and Sparta had different characteristics and organised society differently</li> <li>• people in Ancient Greece had different roles and experiences depending on age, gender and status</li> <li>• Ancient Athens developed an early form of democracy</li> <li>• not everyone in Ancient Greece had equal rights or opportunities</li> <li>• Ancient Greeks believed in many gods and goddesses and mythology played an important role within their culture</li> <li>• myths were used to explain ideas, beliefs and aspects of the world around them</li> <li>• the Olympic Games originated in Ancient Greece</li> <li>• Ancient Greeks made important contributions in philosophy, mathematics, science, architecture and government</li> <li>• many aspects of modern life continue to be influenced by Ancient Greek achievements and ideas</li> <li>• historians use evidence and sources to learn about the past</li> <li>• different historical sources provide different information and interpretations</li> </ul>
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- the most important people in history are only kings, rulers or soldiers
- historical interpretations cannot change once something has been discovered

- some sources are more reliable and useful than others
- historical questions, evidence and enquiry help historians develop understanding
- historical vocabulary supports accurate explanation and communication of ideas

**Retrieval Opportunities**

**Week 1** - prior knowledge discussion linked to previously studied civilisations, chronology and historical learning; discuss existing knowledge and misconceptions about Ancient Greece

**Week 2** - recall key vocabulary linked to Ancient Greece, city-states, democracy and daily life through discussion and oral rehearsal

**Week 3** - retrieve information from maps, artefacts and historical sources; identify and explain key features of Ancient Greek society using historical language

**Week 4** - retrieve and apply learning linked to Greek gods, beliefs and mythology through discussion and source interpretation

**Week 5** - compare Ancient Greek achievements and ideas with modern society using evidence and discussion

**Week 6** - explain and communicate learning about Ancient Greece using key vocabulary, historical evidence and enquiry outcomes

**Retrieval methods used throughout the unit:**

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk tasks
- timeline retrieval activities
- source and artefact interpretation activities
- retrieval linked to texts, images and historical evidence
- debate and enquiry questions
- revisit prior learning through practical activities and collaborative challenges

**Prior Learning**

**Pupils may already:**

**Reading**

- retrieve information from fiction and non-fiction texts
- identify key information from historical sources, images and diagrams
- discuss themes, characters and viewpoints within texts
- make predictions and inferences using evidence from texts
- explain ideas using evidence from reading and discussion



- discuss similarities and differences between people, places and historical periods

### Reading Retrieval Opportunities

- retrieval of historical vocabulary and civilisation concepts
- flashback questions linked to previous historical periods and chronology
- recall of sticky knowledge through source interpretation and comparison activities
- retrieval through reading, discussion and evidence-based historical enquiry

### Writing

- orally rehearse ideas before recording them
- write descriptions, explanations and information texts
- write diary entries and first-person narratives
- organise ideas into linked paragraphs
- communicate ideas through spoken and written outcomes
- use evidence to support explanations and responses

### Grammar and Punctuation

- use expanded noun phrases and ambitious vocabulary to add detail
- use conjunctions to extend and explain ideas
- use fronted adverbials and adverbial phrases
- organise writing into paragraphs around a theme
- use commas for clarity and expanded sentence structures
- use speech punctuation accurately where appropriate

### Spoken Language / Oracy

- ask and answer questions linked to learning experiences
- explain opinions and ideas clearly during discussion
- participate in collaborative learning and group discussion
- build upon and respond appropriately to the ideas of others
- justify ideas using evidence and reasoning

### History and Wider Curriculum

- understand that civilisations can be placed within a historical timeline
- recognise that evidence helps us learn about the past
- identify similarities and differences between historical periods studied previously
- understand that people lived differently in different periods of history
- ask questions and investigate information from sources
- understand that events and achievements from the past can influence life today
- use maps and timelines to organise historical information

### Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- Year 3 and Year 4 statutory spelling expectations
- prefixes and suffixes taught previously
- topic vocabulary linked to historical learning
- increasingly ambitious vocabulary within written outcomes



**Building on Prior Learning**

Pupils build upon prior learning in reading, chronology and historical enquiry developed through previous history units and wider curriculum experiences. Previous work exploring timelines, significant people, comparison and evidence supports pupils in developing more sophisticated historical thinking. Pupils extend understanding by interpreting historical sources, evaluating significance and considering how past civilisations continue to influence life today.

**Pupils may already:**

- place events and people within simple chronological sequences and timelines
- understand that evidence helps us learn about the past
- identify similarities and differences between people, places and periods previously studied
- ask questions and investigate information from texts, images and artefacts
- understand that people lived differently in different periods of history
- retrieve information and use evidence to explain ideas and opinions
- discuss significant people, events and achievements from previous learning
- recognise that events and achievements from the past can continue to influence life today

**Future learning prepares pupils to:**

- evaluate increasingly complex historical interpretations
- make connections between historical periods and societies
- justify conclusions using evidence independently
- understand how knowledge of the past is constructed

**Spelling**

**Pupils apply:**

- spelling patterns and rules taught through the school spelling programme and English curriculum
- Year 5 and Year 6 statutory spelling expectations
- prefixes and suffixes including *inter-*, *sub-*, *super-*, *anti-* and *auto-*
- words containing silent letters
- words ending in *-cial*, *-tial*, *-cially* and *-tially*
- words ending *-ent*, *-ence*, *-ency*, *-ant*, *-ance* and *-ancy*
- words with *ie* and *ei* patterns
- use of hyphens where appropriate
- ambitious topic vocabulary linked to historical learning
- accurate spelling of increasingly complex subject-specific vocabulary within written outcomes

**Spelling application opportunities throughout the unit:**

- vocabulary pre-teaching and oral rehearsal
- explicit morphology and word meaning exploration

**Grammar and Punctuation Focus**

**Pupils develop:**

- use of expanded noun phrases to add detail and precision
- use of relative clauses beginning with **who**, **which**, **where**, **when**, **whose** or **that**
- use of modal verbs to indicate possibility or certainty (*could*, *would*, *should*, *might*, *must*)
- use of adverbials and fronted adverbials to develop cohesion and chronology
- use of parenthesis through brackets, commas and dashes to add information
- use of commas to clarify meaning and avoid ambiguity
- use of cohesive devices within and across paragraphs (*for example: however, therefore, meanwhile, consequently, in contrast*)
- use of organisational devices including headings, subheadings, bullet points and underlining where appropriate
- use of direct and reported speech where appropriate
- use of active and passive voice to change emphasis and effect
- use of formal and informal language appropriately according to audience and purpose



- etymology links (Greek origins where appropriate)
- retrieval of previously taught statutory words
- sentence-level application in historical writing
- editing and proofreading activities
- independent application within extended writing outcomes

- use of colons to introduce lists and explanations
- use of semi-colons to mark relationships between closely related clauses
- use of hyphens to avoid ambiguity where appropriate
- use of punctuation including commas, apostrophes, brackets, dashes, colons and semi-colons accurately within writing
- organise ideas into coherent paragraphs and increasingly sustained pieces of writing
- edit and improve grammar and punctuation through discussion, peer support and adult guidance

**Year 6 Extension**

Pupils increasingly:

- manipulate sentence structures deliberately for effect and audience
- select between active and passive voice to control emphasis and meaning
- use semi-colons, colons and dashes accurately within extended historical writing
- sustain cohesive links across paragraphs through a wider range of devices and references
- shift confidently between formal and informal language depending on purpose and audience
- embed multiple clauses and parenthetical information to create increasingly sophisticated sentence structures
- edit and improve writing independently to strengthen clarity, precision and impact
- use increasingly ambitious grammatical structures within balanced arguments, explanations and historical interpretations

**Computing Integration**

Pupils learn to:

- use search technologies effectively to locate information linked to Ancient Greece
- select and retrieve information from a range of digital sources
- recognise that information found online may vary in reliability and accuracy
- compare and evaluate information from different sources and identify evidence to support ideas
- use digital tools to organise and present historical learning and research
- create digital presentations, fact files, timelines or reports linked to Ancient Greece
- use multimedia elements such as images, audio and text to communicate understanding
- develop keyboard, editing and formatting skills when producing written outcomes
- use technology safely, respectfully and responsibly when researching and presenting information
- understand the importance of evaluating sources and considering bias when accessing information online
- communicate and collaborate appropriately through digital activities where relevant



<p><b>Computational Thinking and Digital Creation</b></p> <ul style="list-style-type: none"> <li>organise, categorise and present information digitally using increasingly purposeful methods</li> </ul>	
<p><b>Independence</b></p> <p><b>Pupils move from:</b></p> <ul style="list-style-type: none"> <li>identifying simple information from sources with adult support</li> <li>using historical vocabulary with prompts and scaffolds</li> <li>recording ideas through supported discussion and structured activities</li> <li>asking simple questions about historical learning</li> <li>interpreting evidence with adult guidance</li> <li>relying on models, sentence stems and visual prompts to organise ideas</li> <li>participating in collaborative activities with adult support</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>independently retrieving and selecting relevant information from a range of historical sources</li> <li>using increasingly precise historical and disciplinary vocabulary independently</li> <li>asking historically valid questions and exploring ideas thoughtfully</li> <li>interpreting evidence and making reasoned conclusions using historical understanding</li> <li>organising and communicating ideas confidently through spoken, practical and written outcomes</li> <li>selecting appropriate methods to record and present learning independently</li> <li>working collaboratively whilst taking increasing ownership of learning and decision making</li> </ul> <p><b>By the end of the unit pupils can:</b></p> <ul style="list-style-type: none"> <li>independently retrieve and apply learning from historical sources and prior knowledge</li> <li>communicate understanding using historical vocabulary accurately and appropriately</li> <li>ask and answer historical questions using evidence to justify thinking</li> <li>organise ideas into coherent spoken and written outcomes with increasing independence</li> <li>interpret and discuss information from different sources with growing confidence</li> <li>make comparisons and identify connections between Ancient Greece and modern society</li> </ul>	<p><b>Thinking</b></p> <p><b>This unit develops:</b></p> <ul style="list-style-type: none"> <li>historical enquiry and investigation skills</li> <li>chronological thinking and understanding of historical sequence</li> <li>interpretation and evaluation of evidence</li> <li>comparison and connection-making between historical periods and modern life</li> <li>reasoning and justification using evidence</li> <li>questioning, discussion and reflective thinking</li> <li>critical thinking through analysis of viewpoints and interpretations</li> <li>communication and explanation using increasingly precise vocabulary</li> <li>curiosity, independence and problem-solving</li> <li>empathy and understanding of different perspectives and experiences</li> </ul> <p><b>Cognitive Progression</b></p> <p><b>Pupils progress from:</b></p> <ul style="list-style-type: none"> <li>identifying and recalling simple historical facts</li> <li>asking and answering straightforward questions</li> <li>recognising similarities and differences</li> <li>making simple observations from sources and artefacts</li> <li>explaining ideas with adult support</li> </ul> <p><b>Towards:</b></p> <ul style="list-style-type: none"> <li>asking historically valid questions independently</li> <li>interpreting evidence and identifying important information</li> <li>making connections between causes, events and consequences</li> <li>comparing viewpoints and considering different interpretations</li> <li>justifying ideas and conclusions using evidence</li> <li>evaluating the reliability and usefulness of sources</li> <li>applying prior knowledge to new contexts and enquiries</li> <li>communicating increasingly sophisticated explanations and historical judgements</li> </ul>



- select appropriate strategies and resources to support learning independently
- reflect on learning and explain understanding with increasing confidence and accuracy

**3 Lead Subjects National Curriculum Links**

**Subject: History**

**National Curriculum Links**

**Pupils learn to:**

- develop a chronologically secure knowledge and understanding of British, local and world history
- understand how knowledge of the past is constructed from a range of sources
- address and devise historically valid questions about change, cause, similarity, difference and significance
- construct informed responses using relevant historical information
- study Ancient Greece and its influence on the western world

**Year 5**

- place Ancient Greece within a wider chronological framework
- identify key features of Ancient Greek civilisation including democracy, beliefs and daily life
- use historical sources to ask and answer questions
- identify similarities and differences between Ancient Greece and modern society

**Year 6 Extension**

- evaluate the reliability and usefulness of historical evidence independently
- justify historical interpretations using evidence from multiple sources
- explain the significance of Ancient Greek achievements and influence on modern society
- analyse how historical interpretations and viewpoints may differ

**Disciplinary Knowledge**

**Pupils work as historians by:**

- asking historically valid questions
- interpreting and evaluating evidence
- recognising different viewpoints and interpretations
- understanding chronology and historical significance
- using evidence to justify conclusions and arguments
- identifying continuity and change across time periods

**Disciplinary Progression**

question → investigate → interpret → compare → evaluate → justify

**Secure End Point**

Pupils independently explain the significance of Ancient Greece and confidently use historical evidence to justify conclusions and interpretations.



**Subject: English**

**National Curriculum Links**

**Pupils learn to:**

- read and discuss a broad range of fiction, myths, legends and non-fiction texts
- retrieve, record and present information from texts
- write for a range of audiences and purposes
- participate in discussion, debate and presentations

**Year 5**

- retrieve information and justify responses using evidence
- write explanations, narratives and comparative responses
- discuss themes, vocabulary and author choices within texts
- organise ideas into coherent paragraphs appropriate to purpose

**Year 6 Extension**

- evaluate author choices and viewpoints independently
- sustain writing for different purposes and audiences
- use increasingly sophisticated vocabulary and grammatical structures independently
- justify interpretations and responses using evidence confidently

**Disciplinary Knowledge**

**Pupils work as readers and writers by:**

- retrieving and interpreting information
- identifying themes and viewpoints
- evaluating language choices
- organising and communicating ideas effectively
- selecting language according to purpose and audience

**Disciplinary Progression**

retrieve → infer → interpret → justify → evaluate → communicate

**Secure End Point**

Pupils independently communicate understanding through increasingly sophisticated spoken and written outcomes using evidence, ambitious vocabulary and appropriate language structures.

Area	Coverage within this unit
Reading	Reading and discussing a range of fiction, myths, legends, historical texts, information texts and historical sources linked to Ancient Greece; retrieving and recording information; developing inference skills; identifying themes and viewpoints; using evidence to justify thinking; disciplinary reading as historians; developing ambitious historical vocabulary and fluency through oral reading and discussion
Writing	Writing explanation texts, historical reports, balanced arguments, diary entries, persuasive speeches, comparative responses and mythology-inspired narratives; planning, drafting, editing and evaluating writing for different audiences and purposes; using evidence to support ideas and historical interpretations



<b>Spelling</b>	Applying Year 5 and Year 6 statutory spelling expectations; using prefixes and suffixes; applying spelling patterns and rules taught through the school spelling programme; accurately spelling topic vocabulary including historical and disciplinary language
<b>Grammar and Punctuation</b>	Using expanded noun phrases, relative clauses, modal verbs, fronted adverbials, parenthesis, cohesive devices, active and passive voice, formal and informal language, colons, semi-colons and punctuation accurately within increasingly sustained writing
<b>Spoken Language / Oracy</b>	Participating in discussions, debates, presentations, role-play and collaborative enquiry activities; explaining ideas clearly; asking historically valid questions; justifying opinions with evidence; presenting findings using appropriate vocabulary and register; developing fluency, prosody and confidence through oral rehearsal and performance opportunities

**Genre coverage**

<b>Genre</b>	<b>Coverage</b>
<b>Narrative</b>	Writing diary entries, historical narratives and mythology-inspired stories from the perspective of people living in Ancient Greece; creating first-person accounts and retelling events using descriptive language and historical understanding
<b>Explanation</b>	Writing explanation texts describing Ancient Greek civilisation, democracy, beliefs, daily life and historical significance using evidence and subject-specific vocabulary
<b>Information</b>	Producing information texts, museum guides, fact files, reports and research outcomes using information gathered from historical sources and texts
<b>Persuasion</b>	Writing persuasive speeches, arguments and responses linked to historical viewpoints and enquiry questions ( <i>e.g. Was Ancient Greek democracy fair?</i> )
<b>Comparison</b>	Writing comparative responses identifying similarities and differences between Ancient Greece and modern society, beliefs, systems and ways of life
<b>Spoken presentation</b>	Participating in debates, presentations, role-play, collaborative enquiry discussions and museum showcase presentations; presenting ideas clearly using evidence and historical vocabulary

**Lead Subject: Computing**

**National Curriculum Links**

**Pupils learn to:**

- use search technologies effectively and understand that search results are selected and ranked
- select, use and combine a variety of software to design and create digital content
- use technology safely, respectfully and responsibly
- evaluate digital content and recognise that information online may vary in reliability and accuracy
- communicate and present information using digital technologies

**Year 5**

- use digital tools to locate, retrieve and organise information effectively
- create purposeful digital outcomes linked to learning
- communicate ideas using a range of digital media
- begin to evaluate the usefulness and reliability of information sources

**Year 6 Extension**

- evaluate reliability, accuracy and possible bias of digital information independently
- select digital tools appropriately according to purpose and audience
- create increasingly sophisticated digital outcomes independently



- refine and improve digital content following evaluation and feedback

**Disciplinary Knowledge**

**Pupils work as digital creators by:**

- locating information
- organising and selecting information
- creating digital outcomes
- communicating ideas appropriately
- evaluating effectiveness and reliability
- improving outcomes through reflection and adaptation

**Disciplinary Progression**

find → organise → create → communicate → evaluate → improve

**Secure End Point**

Pupils independently use technology to research, create and communicate purposeful outcomes whilst selecting appropriate digital tools and evaluating information critically.

**Application Subjects**

**Subject: Mathematics**

**Core Knowledge**

Pupils develop understanding of how mathematical skills support historical enquiry through chronology, timelines, measuring time periods, interpreting information and identifying patterns across civilisations. Pupils apply mathematical thinking to organise and compare historical information linked to Ancient Greece.

**Examples of application within this unit may include:**

- placing Ancient Greece within chronological timelines
- calculating and comparing historical periods and intervals
- organising information using tables, graphs and timelines
- identifying patterns and relationships across civilisations
- interpreting historical data and findings

**Expected outcomes may include:**

- timelines
- charts and graphs
- comparative historical calculations
- mathematical reasoning linked to chronology

**Subject: Computing**

**Core Knowledge**



Pupils develop understanding of how technology supports historical investigation, communication and presentation of learning. Pupils use digital tools to research, organise information and communicate findings linked to Ancient Greece.

**Examples of application within this unit may include:**

- researching Ancient Greece using digital sources
- creating presentations and digital outcomes
- evaluating online information and source reliability
- communicating learning using multimedia tools
- presenting findings digitally

**Expected outcomes may include:**

- presentations
- digital timelines
- podcasts
- videos
- historical fact files

**Subject: Art and Design**

**Core Knowledge**

Pupils develop understanding of how art reflects culture, beliefs and historical periods. Pupils explore Ancient Greek pottery, sculpture, architecture and decorative design.

**Examples of application within this unit may include:**

- exploring Greek patterns and forms
- designing pottery and decorative artwork
- creating architecture sketches and models
- discussing artistic choices and influences

**Expected outcomes may include:**

- pottery designs
- sketchbooks
- sculptures
- architecture studies

**Subject: Design and Technology**

**Core Knowledge**

Pupils develop understanding of how design and technology support purposeful problem-solving and creation of products inspired by historical contexts.

**Examples of application within this unit may include:**

- designing temple structures
- creating shields and artefacts
- planning and testing designs
- evaluating products against criteria



**Expected outcomes may include:**

- temple models
- shields
- artefacts
- evaluated design products

**Pupils learn to:**

- generate, develop and communicate ideas through discussion, sketches and annotated designs
- select and use tools, materials and equipment accurately
- investigate and evaluate existing products
- apply understanding of structures, mechanisms and functional design where appropriate
- evaluate and improve products against design criteria

**Year 5**

- investigate Greek structures, artefacts and architecture
- design and create a Greek-inspired artefact or structure
- select materials according to purpose

**Year 6 Extension**

- justify material choices independently
- refine products following testing and evaluation

**Secure end point**

Pupils independently design and evaluate a purposeful historical product using appropriate materials and techniques.

**Disciplinary progression**

investigate → design → make → test → evaluate → improve

**Subject: Music**

**Core Knowledge**

Pupils develop understanding of how music can communicate ideas, emotions, stories and cultural experiences. Pupils explore how music and performance formed part of Ancient Greek culture and use rhythm, composition and performance to represent historical themes and events.

**Examples of application within this unit may include:**

- creating rhythmic patterns inspired by Greek myths and storytelling
- using percussion and voice to represent battles, journeys or celebrations
- exploring pulse, tempo and dynamics through Ancient Greek themes
- creating soundscapes linked to mythology or historical events
- participating in collaborative performances and presentations
- evaluating how music communicates mood and meaning

**Expected outcomes may include:**

- mythology soundscapes



- rhythmic compositions
- performance pieces
- museum showcase performances

**Musical Understanding and Performance**

- explore how rhythm, tempo and musical elements communicate ideas and atmosphere inspired by ancient civilisations

**English Progression and National Curriculum Links**

**Reading**

Pupils develop:

- increasing fluency and stamina when reading a range of increasingly complex texts
- retrieval, inference and prediction skills using evidence from texts
- understanding and discussion of themes, vocabulary and author choices
- comparison of ideas, viewpoints and information across texts
- disciplinary reading skills through myths, historical texts and information sources
- confidence in discussing and justifying opinions using evidence

**Writing**

Pupils develop:

- planning and organising ideas for different audiences and purposes
- writing narratives, explanations, information texts, persuasive writing and comparative responses
- selecting vocabulary and grammatical structures appropriate for purpose
- using evidence to support explanations and ideas
- drafting, editing and improving writing independently

**Spelling**

Pupils develop:

- application of Year 5 and Year 6 statutory spelling expectations
- accurate use of topic vocabulary within spoken and written outcomes
- understanding of spelling patterns, prefixes and suffixes
- independent editing and proofreading skills

**Grammar and Punctuation**

Pupils develop:

- use of relative clauses and expanded noun phrases
- use of cohesive devices across paragraphs
- use of modal verbs and adverbials
- use of active and passive voice
- use of formal and informal language appropriately
- use of punctuation including brackets, commas, colons, semi-colons and dashes accurately

**Spoken Language / Oracy**



Pupils develop:

- discussion and debate skills
- asking and responding to questions thoughtfully
- presenting information confidently
- justifying opinions using evidence
- adapting language and vocabulary for audience and purpose
- developing fluency, expression and confidence through oral rehearsal and presentation opportunities

**Progression**

retrieve → infer → interpret → justify → evaluate → communicate independently

**Secure End Point**

Pupils independently communicate understanding through a range of spoken and written outcomes using evidence, ambitious vocabulary and increasingly sophisticated language structures.

**Future Learning (English)**

This unit prepares pupils for future learning by supporting them to:

- read increasingly challenging fiction, non-fiction and disciplinary texts confidently
- interpret themes, viewpoints and evidence across a wider range of texts
- write for increasingly sophisticated purposes and audiences
- organise and sustain extended writing independently
- evaluate language, author choices and viewpoints critically
- communicate ideas confidently through discussion, debate and presentation
- apply reading and writing skills across the wider curriculum
- access secondary curriculum demands requiring independent reading, analysis and communication
- develop confidence as fluent readers, writers and communicators across subjects
- analyse increasingly complex historical interpretations and source material independently

**Curriculum Progression and National Curriculum Links**

**Lead Subject: History**

**National Curriculum Links**

Pupils learn to:

- develop a chronologically secure knowledge and understanding of world history
- understand how knowledge of the past is constructed from a range of sources
- address and devise historically valid questions about change, cause, similarity, difference and significance
- construct informed responses using relevant historical information
- study Ancient Greece and its influence on the western world

**Year 5**

- place Ancient Greece within a wider historical timeline
- identify key features of Ancient Greek civilisation including democracy, beliefs and daily life
- use historical sources to ask and answer questions
- identify similarities and differences between Ancient Greece and modern society



**Year 6 Extension**

- evaluate the reliability and usefulness of historical evidence
- justify historical interpretations using evidence from multiple sources
- explain the significance of Ancient Greek achievements and influence
- analyse how historical interpretations may differ

**Curriculum Progression**

identify → sequence → question → interpret → compare → evaluate → justify

**Secure End Point**

Pupils independently explain the significance of Ancient Greece and use evidence confidently to justify conclusions and interpretations.

**Lead Subject: Computing**

**National Curriculum Links**

Pupils learn to:

- use search technologies effectively
- select, use and combine software to create digital outcomes
- understand how information online may vary in reliability
- use technology safely, respectfully and responsibly

**Year 5**

- use digital tools to research Ancient Greece
- create presentations and digital outcomes
- organise information effectively
- use technology safely and appropriately

**Year 6 Extension**

- evaluate the reliability and usefulness of online sources
- select digital tools independently according to purpose
- communicate information effectively through a range of media
- evaluate and improve digital outcomes independently

**Curriculum Progression**

find → organise → create → communicate → evaluate

**Secure End Point**

Pupils independently use technology to research, create and communicate purposeful outcomes linked to historical enquiry and understanding.

**Application Subject Progression and National Curriculum Links**

**Subject: Mathematics**



### National Curriculum Links

Pupils learn to:

- solve problems involving number, measurement and interpretation of data
- use mathematical reasoning to explain and justify thinking
- interpret information presented in tables, charts and diagrams
- use mathematical knowledge to support learning across the curriculum

### Year 5

- place Ancient Greece accurately within historical timelines
- calculate and compare historical time periods and intervals
- organise information using timelines, tables and charts
- use mathematical language to discuss patterns and findings

### Year 6 Extension

- analyse and interpret patterns across historical periods independently
- compare information and justify conclusions using evidence
- present findings using increasingly sophisticated representations
- explain mathematical reasoning confidently

### Disciplinary Knowledge

Pupils work as mathematicians by:

- measuring and calculating
- sequencing information
- organising findings
- identifying patterns
- reasoning mathematically
- explaining conclusions

### Disciplinary Progression

sequence → measure → compare → identify patterns → interpret → explain

### Secure End Point

Pupils independently apply mathematical skills to organise and interpret historical information and explain patterns confidently.

### Subject: Computing

### National Curriculum Links

Pupils learn to:

- use search technologies effectively
- select, use and combine software to create outcomes
- understand how information found online may vary in reliability
- use technology safely, respectfully and responsibly



**Year 5**

- use digital tools to research Ancient Greece
- organise and present information digitally
- create purposeful presentations and outcomes
- communicate ideas using technology

**Year 6 Extension**

- evaluate reliability and usefulness of online sources independently
- select appropriate digital tools according to purpose
- communicate information effectively through a range of media
- evaluate and improve digital outcomes

**Disciplinary Knowledge**

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

**Disciplinary Progression**

find → organise → create → communicate → evaluate

**Secure End Point**

Pupils independently use technology to research, create and communicate purposeful outcomes linked to historical enquiry and understanding.

**Subject: Art and Design / Design Technology**

**National Curriculum Links**

Pupils learn to:

- create sketch books to record observations and develop ideas
- improve mastery of art and design techniques
- investigate and evaluate products and designs
- generate, develop and communicate design ideas
- select and use appropriate materials and tools

**Year 5**

- identify features of Ancient Greek art, architecture and design
- explore pattern, form and structure within Greek design
- generate ideas through sketches and planning
- create outcomes inspired by Ancient Greek culture and artefacts

**Year 6 Extension**

- evaluate artistic techniques and design choices independently



- justify decisions using appropriate artistic and technical vocabulary
- refine and improve designs following evaluation
- create increasingly detailed and purposeful outcomes

### Disciplinary Knowledge

Pupils work as artists and designers by:

- observing
- exploring
- planning
- designing
- creating
- evaluating

### Disciplinary Progression

observe → explore → plan → design → create → evaluate

### Secure End Point

Pupils independently apply artistic and design skills to create purposeful outcomes inspired by Ancient Greek culture, artefacts and architecture.

**Subject: Music**

### National Curriculum Links

**Pupils learn to:**

- play and perform in solo and ensemble contexts using voice and instruments
- improvise and compose music for different purposes
- listen with attention to detail and recall sounds with increasing accuracy
- use and understand musical elements including pitch, duration, tempo, dynamics, texture and structure
- appreciate and understand a range of musical traditions and historical contexts
- develop understanding of how music communicates meaning and emotion

### Year 5

- explore how music and performance formed part of Ancient Greek culture and storytelling
- identify rhythm, pulse and patterns within musical activities and performances
- create simple rhythmic compositions inspired by Greek myths, celebrations and historical events
- use voice, percussion and instruments to communicate mood and atmosphere

### Year 6 Extension

- evaluate how musical choices influence meaning and audience response independently
- create increasingly purposeful compositions representing historical themes, characters or events
- justify musical decisions using increasingly precise musical vocabulary
- refine and adapt performances following evaluation and feedback independently

### Disciplinary Knowledge



Pupils work as musicians by:

- listening carefully
- exploring sound and rhythm
- composing ideas
- performing collaboratively
- evaluating effectiveness
- improving outcomes

**Disciplinary Progression**

listen → explore → compose → perform → evaluate → improve

**Secure End Point**

Pupils independently use rhythm, sound and performance to communicate understanding of Ancient Greek culture, beliefs and stories whilst explaining and evaluating their choices confidently

**Cross-curricular links**

Subject	Cross-curricular links within this unit
English	Reading myths, legends, historical texts and information sources linked to Ancient Greece; writing explanation texts, historical reports, diary entries, balanced arguments and persuasive speeches
Mathematics	Using timelines and chronology; calculating and comparing historical periods; organising information through charts, tables and graphs; identifying patterns and relationships
Computing	Researching Ancient Greece using digital tools; creating presentations, timelines and digital outcomes; evaluating online information and source reliability
Art and Design	Exploring Ancient Greek pottery, sculpture, architecture and patterns; creating artwork inspired by Ancient Greek styles and mythology
Design and Technology	Designing and creating models of temples, artefacts or structures; planning, creating and evaluating purposeful products
Geography	Locating Ancient Greece using maps, atlases and digital mapping; identifying physical features and understanding how geography influenced civilisation
PSHE	Exploring democracy, fairness, rights, responsibilities and different viewpoints; developing understanding of communities and society
Religious Education	Comparing Ancient Greek beliefs and mythology with religious beliefs and traditions; discussing values and worldviews
Spoken Language / Oracy	Participating in debate, discussion, presentations, role-play and historical enquiry activities; justifying opinions and communicating ideas clearly
Reading Across the Curriculum	Developing disciplinary reading skills through myths, biographies, historical sources, artefacts and non-fiction texts

**Substantive Knowledge Sequence**

Week	Substantive Knowledge Sequence
Week 1 - Ancient Greece in Time and Place	Pupils learn where Ancient Greece is located, when Ancient Greece existed within world history, how Ancient Greece fits alongside previously studied civilisations, key vocabulary linked to Ancient Greece and that geography can influence how people live.



<b>Week 2 - Ancient Greek Society and Daily Life</b>	Pupils learn that Ancient Greece was made up of city-states, Athens and Sparta had different characteristics, people had different roles within society, daily life varied according to age, gender and status and societies can organise themselves differently.
<b>Week 3 - Democracy and Government</b>	Pupils learn that Ancient Athens developed early democracy, democracy allowed some citizens to participate in decision-making, not everyone had equal rights, governments can change over time and modern systems can be influenced by past civilisations.
<b>Week 4 - Religion, Gods and Mythology</b>	Pupils learn that Ancient Greeks believed in many gods and goddesses, myths were important within Greek culture, beliefs influenced people's actions and daily life, different societies can hold different beliefs and values and stories can help explain cultural understanding.
<b>Week 5 - Ancient Greek Achievements and Legacy</b>	Pupils learn that Ancient Greeks made important contributions in philosophy, mathematics, sport, architecture and science, the Olympic Games originated in Ancient Greece, ideas from Ancient Greece continue to influence the modern world and achievements can create lasting impact.
<b>Week 6 - Historical Significance and Enquiry Outcome</b>	Pupils learn that evidence helps historians understand the past, different sources provide different information, Ancient Greece influenced the wider world, historical significance can be evaluated using evidence and historians use evidence to justify conclusions.

**National Curriculum Coverage Audit**

Subject	National Curriculum Coverage within this Unit
<b>History</b>	develop a chronologically secure knowledge and understanding of world history; understand how knowledge of the past is constructed from a range of sources; address historically valid questions about change, cause, similarity, difference and significance; construct informed responses using relevant historical information; study Ancient Greece and its influence on the western world
<b>English</b>	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning; identify themes and conventions across a range of texts; draw inferences and justify responses using evidence; organise ideas into paragraphs around a theme; use increasingly varied vocabulary and sentence structures; participate in discussions, presentations and debate
<b>Art and Design</b>	create sketchbooks to record observations and develop ideas; improve mastery of drawing and artistic techniques; use pattern, form and design purposefully; evaluate and discuss creative work inspired by Ancient Greek art and architecture
<b>Design and Technology</b>	generate, develop and communicate ideas through discussion and design criteria; investigate and evaluate products; select and use materials and tools appropriately; evaluate and improve designs and outcomes
<b>Mathematics</b>	measure, compare and interpret information; identify patterns and relationships; apply mathematical reasoning and problem-solving skills through chronology, timelines and organisation of historical information
<b>Computing</b>	use technology purposefully to create, organise and present information; develop understanding of digital communication; select and use software effectively; understand how information found online may vary in reliability; use technology safely and responsibly
<b>Geography</b>	use maps, atlases and digital mapping to locate countries and describe features; understand how geographical features influence human activity and settlements
<b>Personal Development and Learning</b>	develop self-awareness and emotional understanding; build positive relationships and communication skills; recognise and respect similarities and differences; reflect on democracy, fairness, rights and responsibilities; consider different viewpoints and beliefs

**Reading Spine**

**Anchor Texts:**

- Who Let the Gods Out?
- So You Think You've Got it Bad? A Kids Life in Ancient Greece

**Reading Focus:**

- historical enquiry and interpretation
- evidence and source evaluation
- myths and legends
- comparison of historical perspectives



<ul style="list-style-type: none"> <li>• Daedalus and Icarus</li> </ul> <p><b>Supporting texts/recommended reads:</b></p> <ul style="list-style-type: none"> <li>• Great Civilisations</li> <li>• Groovy Greeks</li> <li>• Big Ideas for Curious Minds</li> <li>• Ancient Greek</li> <li>• Percy Jackson and the Lightning Thief <i>(extracts/recommended read rather than whole-class text due to challenge level)</i></li> </ul>	<ul style="list-style-type: none"> <li>• disciplinary reading as historians</li> <li>• inference from historical texts</li> <li>• ambitious historical vocabulary</li> <li>• author viewpoint and reliability</li> </ul>
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**Disciplinary Reading Opportunities**

- Greek myths and legends
- historical source extracts
- biographies of significant individuals (*Alexander the Great, philosophers*)
- information texts
- maps, artefacts and diagrams
- democracy and philosophy texts
- historical interpretations and viewpoints

**Genre Coverage**

Genre	Coverage
Historical fiction	Exploring historical narratives and first-person perspectives linked to Ancient Greek life and experiences
Myths and legends	Reading and discussing Greek myths and traditional stories; exploring themes, symbolism and character motivations
Information texts	Reading historical non-fiction texts, fact files, reports and reference materials linked to Ancient Greece
Explanation texts	Understanding and creating texts explaining democracy, beliefs, achievements and aspects of Ancient Greek civilisation
Persuasive texts	Exploring and creating persuasive speeches and arguments linked to historical questions and viewpoints
Balanced argument / Discussion texts	Considering different perspectives and evaluating questions such as <i>Was Ancient Greek democracy fair?</i>
Biography	Reading biographies and historical information about significant figures including philosophers and leaders
Poetry	Exploring Greek-inspired poetry, performance poetry and oral storytelling where appropriate
Historical sources / Disciplinary reading	Interpreting artefacts, maps, historical evidence and source materials to support historical enquiry
Spoken presentation	Debate, presentations, museum showcases, oral storytelling and collaborative discussion activities

**Reading Progression Audit**

Area	Progression within this Unit
Vocabulary development	Pupils progress from understanding and using familiar historical vocabulary to applying increasingly ambitious disciplinary language including <i>civilisation, democracy, philosophy, legacy, interpretation</i> and <i>significance</i> independently



<b>Fluency and stamina</b>	Pupils develop increasing fluency and confidence when reading longer and more complex historical texts, myths and information sources; sustained reading opportunities support increasing reading stamina
<b>Retrieval</b>	Pupils progress from locating explicit information to independently retrieving and selecting relevant evidence from a range of texts and historical sources
<b>Inference</b>	Pupils progress from making simple inferences to justifying ideas and interpretations using evidence from texts, sources and discussion
<b>Author intent and viewpoint</b>	Pupils develop understanding that texts and sources may present different viewpoints and interpretations and begin to evaluate author choices and perspectives
<b>Historical disciplinary reading</b>	Pupils work increasingly as historians by interpreting artefacts, historical sources, maps and evidence to construct understanding
<b>Comparison across texts</b>	Pupils compare themes, ideas, viewpoints and information across myths, information texts and historical sources
<b>Discussion and response</b>	Pupils progress from supported responses to independently discussing, questioning and justifying opinions using evidence
<b>Reading across genres</b>	Pupils access increasingly varied genres including myths, historical fiction, biographies, information texts, explanation texts and source materials
<b>Reading for purpose</b>	Pupils increasingly understand that reading supports enquiry, knowledge-building and understanding across the wider curriculum

**Reading Spine Links**

**Reading Spine Unit: Ancient Greece (UKS2 Cycle 1)**

**Reading focus areas:**

- historical enquiry and interpretation
- myths, legends and historical narratives
- retrieval and interpretation from historical and non-fiction texts
- comparison of viewpoints and evidence
- ambitious historical and disciplinary vocabulary
- discussion, questioning and historical reasoning

**Fluency approaches:**

- reader's theatre
- performance reading
- oral rehearsal before writing
- guided group reading aloud
- choral reading of historical texts and speeches
- echo reading for historical vocabulary
- storytelling and role-play
- debate and collaborative discussion
- partner explanation and discussion

**Retrieval focus:**

- recalling key vocabulary and historical concepts
- retrieving information from fiction, non-fiction and historical texts
- identifying evidence from historical sources, artefacts and images
- using evidence to explain ideas and historical understanding



- comparing civilisations, beliefs and historical viewpoints

**Reading Spine Impact**

The Reading Spine is intentionally designed to ensure pupils experience:

- myths, legends, historical fiction and non-fiction texts
- increasingly ambitious historical and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- exposure to historical source material and evidence-based discussion
- opportunities to compare viewpoints and justify ideas using evidence
- increasingly sophisticated reading, discussion and critical thinking skills
- meaningful opportunities to develop fluency, comprehension and historical understanding through reading across the curriculum

**Vocabulary Development**

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

**Tiered Vocabulary:**

**Tier 1:** Greece, city, people, ruler, gods, temple, war, vote, citizen, belief

**Tier 2:** civilisation, democracy, influence, society, philosophy, achievement, government, significance, interpretation, legacy

**Tier 3:** polis, monarchy, oligarchy, mythology, chronology, historian, archaeology, evidence, source, Parthenon, Athens, Sparta, Olympics, philosopher, city-state, citizen assembly

**Oracy & Fluency:**

- echo reading for historical and disciplinary vocabulary
- paired reading
- oral storytelling linked to Ancient Greece, myths and historical events
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play (*e.g. historian, philosopher, citizen, ruler, Olympian, archaeologist, presenter*)
- guided group reading aloud
- partner explanation and evidence talk
- questioning and historical enquiry discussion
- collaborative interpretation of historical sources, artefacts and images
- explanation and justification using historical evidence
- debate and persuasive discussion (*e.g. Was Ancient Greek democracy fair?*)
- presentation and museum showcase activities

**SEMH Reading Approach:**

Texts are selected to provide emotional safety, opportunities for curiosity, strong relational themes and meaningful discussion to support regulation, belonging and confidence. Historical learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and practical experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage historical enquiry and develop confidence without reducing curriculum expectations.

Reading experiences are designed to:

- build curiosity through myths, historical enquiry, stories and investigation
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use artefacts, maps, images, timelines and visual prompts to support understanding
- encourage discussion and exploration before recording ideas



<ul style="list-style-type: none"> <li>oral rehearsal before writing and discussion tasks</li> </ul>	<ul style="list-style-type: none"> <li>strengthen comprehension through retrieval, prediction, inference and interpretation of evidence</li> <li>provide structured opportunities for success and positive participation</li> <li>develop confidence in communicating ideas without reducing curriculum expectations</li> <li>promote belonging, confidence and positive reading identities through meaningful and engaging texts</li> <li>support pupils to explore different perspectives, beliefs and experiences through historical discussion and storytelling</li> <li>develop empathy, critical thinking and understanding through carefully selected texts and historical themes</li> </ul>
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<p><b>Visits and Visitors:</b></p> <p>Visits and visitors are used to:</p> <ul style="list-style-type: none"> <li>deepen understanding of Ancient Greek civilisation through first-hand and meaningful experiences</li> <li>provide opportunities for historical enquiry and investigation</li> <li>develop curiosity through real artefacts, stories and expert knowledge</li> <li>strengthen understanding of historical evidence and interpretation</li> <li>provide opportunities for discussion, questioning and collaborative learning</li> <li>develop cultural understanding and appreciation of historical achievements and influence</li> <li>support vocabulary development and disciplinary understanding through authentic experiences</li> <li>strengthen confidence, communication and engagement through memorable learning opportunities</li> <li>create opportunities for pupils to make connections between historical learning and the modern world</li> <li>promote belonging and positive learning experiences through engaging and accessible activities</li> </ul> <p>Possible visits and visitors may include:</p> <ul style="list-style-type: none"> <li>museum visits with Ancient Greece exhibitions or artefact collections</li> <li>virtual museum tours and historical experiences</li> <li>historians or archaeology visitors</li> <li>drama and storytelling workshops linked to Greek myths and legends</li> <li>athletes or sporting visitors linked to the history of the Olympic Games</li> <li>philosophy or debate workshops</li> <li>immersive history experiences and practical workshops</li> <li>local educational visits that support historical investigation and cultural understanding</li> </ul>	
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<p><b>Home Learning:</b></p> <ul style="list-style-type: none"> <li>family discussion prompt linked to Ancient Greece, myths or everyday influences of Ancient Greek ideas (e.g. <i>democracy, sport or storytelling</i>)</li> <li>simple creative activity to reinforce retrieval (e.g. <i>design a Greek pot pattern, create a myth character card, make a timeline, design a Greek shield or produce a labelled diagram of a temple</i>)</li> </ul>	<p><b>Home Reading Opportunities:</b></p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss historical themes, vocabulary and ideas. Opportunities for discussion should support curiosity, questioning and understanding of Ancient Greek civilisation and its influence on the modern world.</p> <p>Topics for discussion may include:</p> <ul style="list-style-type: none"> <li>beliefs, myths and storytelling</li> </ul>
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<ul style="list-style-type: none"> <li>• optional object, photograph, drawing or spoken contribution to bring back and share with the class</li> <li>• short reading, storytelling or discussion activity linked to anchor or supporting texts</li> <li>• comparison and observation activity (e.g. <i>compare Ancient Greek life with life today, compare Athens and Sparta or compare Greek myths with modern stories</i>)</li> <li>• vocabulary retrieval activities using key historical and disciplinary vocabulary</li> <li>• research task linked to a historical question (e.g. <i>Why was democracy important in Ancient Greece? Who were the Greek gods? or How does Ancient Greece still influence our lives today?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• democracy, fairness and decision-making</li> <li>• similarities and differences between Ancient Greece and life today</li> <li>• significant people and achievements</li> <li>• historical evidence and interpretation</li> <li>• questions about how Ancient Greece still influences our lives today</li> </ul>
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**Assessment opportunities:**

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Assessment Area	Assessment Opportunities within this Unit
Historical knowledge	Retrieval quizzes, chronology activities, vocabulary checks and discussion tasks linked to Ancient Greek civilisation, beliefs and achievements
Historical enquiry	Observation of questioning, source interpretation, evidence gathering and enquiry activities
Reading	Retrieval, inference and interpretation activities linked to myths, historical texts and non-fiction sources
Writing	Historical reports, explanations, diary entries, balanced arguments, persuasive writing and extended written outcomes
Vocabulary development	Oral rehearsal, vocabulary retrieval activities, discussion and independent application within written outcomes
Spoken language / Oracy	Discussion, debate, presentations, role-play and explanation of ideas using historical vocabulary
Historical interpretation	Source analysis activities, comparison of viewpoints and justification using evidence
Independence	Observation of independent application, organisation of ideas, selection of strategies and participation in enquiry tasks
Final outcome	Ancient Greece Museum Showcase, presentations or enquiry outcomes demonstrating substantive knowledge and disciplinary understanding
Pupil voice and reflection	Discussion, self-reflection and evaluation of learning, understanding and confidence

**Assessment Checkpoints**

Teachers monitor whether pupils can:

**Knowledge**

- identify key features of Ancient Greek civilisation
- recall vocabulary linked to democracy, philosophy, mythology and society



- explain the significance of Ancient Greece and its influence today

**Disciplinary Thinking**

- interpret historical evidence and sources
- compare Ancient Greece with other historical periods
- explain significance and justify ideas using evidence

**Application**

- communicate understanding through spoken, practical and written outcomes
- explain ideas using historical vocabulary
- apply learning independently within the final outcome

**Leaders Monitor Impact Through:**

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious historical and disciplinary vocabulary in reading and writing
- monitoring interpretation and use of historical evidence within discussion and written outcomes
- monitoring application of historical enquiry, interpretation and critical thinking skills across learning outcomes
- monitoring pupils' ability to justify historical interpretations and communicate understanding using evidence
- monitoring chronological understanding and connections between Ancient Greece and previously studied civilisations
- monitoring pupils' ability to ask historically valid questions and apply disciplinary thinking
- monitoring engagement, confidence and participation within discussion, debate and collaborative enquiry activities
- monitoring independent application of historical knowledge and skills across outcomes

**Links to Whole-School Policies**

**This unit should be delivered in line with:**

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy



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**Appendix 1: Year 5-6 National Curriculum Progression Overview**

Area	Year 5	Year 6
Reading	Retrieve, infer and justify ideas from increasingly complex texts	Evaluate viewpoints, themes and author choices using evidence across texts
Vocabulary	Apply ambitious subject-specific vocabulary with support	Independently select precise disciplinary vocabulary for purpose
Writing	Write for a range of audiences and purposes using appropriate structures	Sustain and adapt writing independently for different audiences and purposes
Grammar & punctuation	Apply Y5 grammar structures appropriately	Manipulate structures purposefully for effect and precision
Spoken language	Participate in discussion and justify viewpoints	Lead discussion, challenge ideas respectfully and communicate confidently
Historical thinking	Use evidence and chronology to explain events	Evaluate interpretations and analyse reliability of evidence
Scientific enquiry	Plan investigations and identify patterns	Evaluate evidence, justify conclusions and explain variables
Geographical thinking	Use maps and evidence to explain places and environments	Evaluate relationships between people, environments and change
Religious / reflective thinking	Compare beliefs and viewpoints respectfully	Interpret meaning and justify perspectives using evidence
Computing	Select and use digital tools appropriately	Evaluate sources and select technologies purposefully
Creative thinking	Generate ideas and explain choices	Refine, evaluate and justify creative decisions independently
Independence	Select resources with support	Plan, organise and evaluate learning independently

**Appendix 2: Year 5-6 Disciplinary Knowledge Progression**

Subject Discipline	Year 5 pupils increasingly learn to...	Year 6 pupils increasingly learn to...
Historian	identify evidence, chronology and cause	evaluate interpretations and justify conclusions
Scientist	observe, investigate and identify patterns	evaluate evidence and explain findings critically
Geographer	identify patterns and relationships between places	explain interdependence and evaluate geographical issues



Environmental Investigator	recognise connections within ecosystems	evaluate human impact and sustainability issues
Reflective Thinker	compare beliefs, values and experiences	interpret viewpoints and justify perspectives
Reader	retrieve, infer and discuss themes	evaluate viewpoints and author intent
Writer	organise ideas for purpose and audience	manipulate language and structure deliberately
Artist / Designer	explore and create using techniques	refine and justify artistic decisions
Musician	create and perform using musical elements	evaluate and improve compositions independently
Health Investigator	identify factors affecting wellbeing	evaluate choices and explain impacts on wellbeing
Digital Creator	locate and organise information	evaluate reliability and create purposeful outcomes

### Appendix 3 - Reading Spine Progression Across UKS2

#### Purpose

The Storyybrook Reading Spine is designed to ensure pupils experience a broad and ambitious range of high-quality texts that progressively develop reading fluency, vocabulary, comprehension, disciplinary thinking and understanding of the wider world. Texts are carefully selected to provide emotional safety, opportunities for discussion and increasing challenge whilst maintaining high expectations for all learners.

#### The Reading Spine supports pupils to:

- develop fluency, stamina and confidence as readers
- encounter increasingly ambitious vocabulary and language structures
- experience a wide range of authors, themes, cultures and perspectives
- strengthen retrieval, inference and interpretation skills
- develop disciplinary reading across subjects
- communicate ideas confidently through discussion and writing
- develop empathy, curiosity and understanding of the wider world
- access increasingly sophisticated texts and ideas in preparation for secondary education

#### Reading Progression Across UKS2

Area	Year 5	Year 6
Vocabulary development	Understand and apply ambitious vocabulary within discussion and reading	Independently select and apply precise disciplinary and thematic vocabulary
Reading fluency	Read increasingly complex texts with developing confidence and expression	Sustain fluency, expression and stamina across extended texts



Area	Year 5	Year 6
Retrieval	Retrieve information and identify relevant evidence	Select and synthesise evidence across multiple sources
Inference	Infer meaning and justify responses using evidence	Evaluate interpretations and viewpoints critically
Author intent	Identify author choices and themes	Analyse author intent and evaluate impact
Comparison across texts	Compare themes, characters and experiences	Compare viewpoints, themes and interpretations critically
Disciplinary reading	Interpret information within subject contexts	Apply reading skills independently across subjects
Discussion and response	Explain ideas and justify opinions	Lead discussion and communicate increasingly sophisticated responses
Reading for purpose	Recognise how reading supports learning	Apply reading strategically to investigate, evaluate and communicate understanding

### Text Progression Across UKS2

Pupils progressively experience:

- increasingly sophisticated narratives
- biographies and significant individuals
- poetry and performance texts
- explanation and information texts
- persuasive and discussion texts
- historical, scientific and geographical source materials
- disciplinary texts linked to wider curriculum learning
- texts presenting different viewpoints and perspectives
- increasingly complex themes including identity, belonging, resilience, responsibility, community and change

### Fluency Progression Across UKS2

Fluency approaches are consistently revisited and strengthened through:

- echo reading
- choral reading
- guided reading aloud
- partner reading
- reader's theatre
- storytelling and role-play
- oral rehearsal before writing
- discussion and debate activities
- performance opportunities



## **Pupils progress from:**

supported reading and oral rehearsal  
↓  
increasing expression and confidence  
↓  
independent fluency and purposeful communication

## **Disciplinary Reading Progression Across UKS2**

### **Pupils increasingly learn to:**

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

### **Pupils move from:**

- identifying information and themes
- discussing ideas and viewpoints
- interpreting meaning using evidence

### **Towards:**

- evaluating viewpoints and evidence critically
- comparing interpretations across texts and subjects
- independently applying reading skills across the wider curriculum

## **Impact**

By the end of UKS2 pupils demonstrate increasing confidence as readers who can:

- read with fluency, expression and stamina
- interpret increasingly complex texts and ideas
- justify thinking using evidence
- communicate understanding confidently
- apply reading skills across subjects
- use ambitious vocabulary independently
- think critically and reflect thoughtfully
- access secondary curriculum expectations with confidence

## **Appendix 4: Storyybrook Implementation Notes**

### **Adults say**

#### **Retrieval**

- “What do you already remember?”
- “Can you tell me something from last lesson?”

#### **Vocabulary**

- “Can you use that word in a sentence?”
- “What does that word mean?”

#### **Reasoning**



- “What evidence supports your thinking?”
- “What makes you think that?”

## Reflection

- “Has your thinking changed?”

## Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

## Adults look for

### Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

### SEMH

- engagement
- regulation
- confidence
- participation

### Independence

- reduced adult support
- ownership of learning
- increasing resilience