

Y5 Spring 2023	Is life always fair? The Ancient Greeks				
Justice		Equality	Oppression	Democracy	Rights
Solo Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Pre-structural <i>(No real understanding of the topic – fails to grasp concepts)</i>	Uni-structural <i>(Able to identify intended learning & follow simple instructions – but limited knowledge),</i>	Multi-structural <i>(Can perform & combine <u>simple</u> skills but not independent in using strategies for learning)</i>	Relational <i>(With limited support: able to analyse / apply / compare & contrast / explain & justify information gathered)</i>	Extended abstract <i>(Fully independent in making connections between facts learned & able to reflect & draw conclusions)</i>
Key Learning	With help, I can consider the question – is life always fair?	I can use a range of resources to explore the question – is life always fair?	I can investigate – using a range of sources- the question: is life always fair?	I know how to analyse my findings about our topic question and draw conclusions from them.	Class Museum – Parents/carers to look at term’s work.
Key Questions:					
1. What do we already know about the Ancient Greeks?	Who were the Ancient Greeks? I can recall some events/facts from the Ancient Greek times.	In what time period were the Ancient Greeks? I can place the Ancient Greeks on a time line, comparing them to The Stone Age, Bronze Age, Iron Age and other historical times previously studied.	I can record and share my knowledge of the Ancient Greeks.	I can reflect on what I already know about the Ancient Greeks and generate questions that I want to answer about them.	
2. What is the meaning of fair? How are our lives fair or unfair? Relate this to different personal experiences. Which past time periods had fairness and unfairness in their society? Chronology included.	I can understand and quote the definition of fair. I can recall time periods where they might have been unfairness	I can provide some examples of what is fair in my life. I can choose a time period where elements of society have been unfair	I can investigate parts of my life that are fair and unfair and explain why I think they are unfair. I can explain why there was unfairness in a previous society that I have learnt about	I can explore the concept of this question in relation to society and our world. I can explore similarities and differences between unfairness and fairness in previous time periods to now.	
3. Where is Greece, who were the Ancient Greeks and when did they reign?	I know where Greece is on a world map. I know when the Ancient Greeks were around.	I can place them in a timeline which includes other time periods I am familiar with.	I can choose 5 significant events that happened during the reign of the Ancient Greeks and explain them.	I can compare Ancient Greece to another time period drawing on what I know.	
4. What were the Ancient Greeks famous for?	I can list some significant developments from Ancient Greece.	I understand how some of these significant developments happened and what they entailed.	I can identify one key legacy from the Greeks and explain why this is significant.	I can choose what I think is the most significant development from the	

				Greeks and explain its impact on the world today.	
5. What are the connections and contrasts between life in Ancient Athens and life in Ancient Sparta?	I understand what Ancient Athens and Ancient Sparta was.	I can explain some of the differences between Ancient Athens and Ancient Sparta.	I can describe in depth the differences and similarities between life in Ancient Athens and life in Ancient Sparta.	I can explain and compare some of the similarities and differences between Ancient Athens and Ancient Sparta and life today.	
6. Was the class system in Ancient Greece equal and just for all?	I can understand what the class system in Greece entailed.	I can explain the class system and the impact this may have had on the different people living in Ancient Greece.	I explain if the Ancient Greek class system in comparable to any other class system.	I can describe how slavery continued after Ancient Greece and the impact that this has had on society today.	
7. What was life like for women in Ancient Greek times?	I understand that life for women in Ancient Greek times was hard.	I can explain why life for women in Ancient Greek times was hard and give two examples.	I can describe why life for women in Ancient Greek times was hard for women and how we know.	I can compare how life was for women in Ancient Greek times to women today in British society.	
8. What was daily life like in Ancient Greek times?	I understand that life in ancient Greek times has some similarities to life today.	I can explain simply the jobs people had and what houses and clothing were like in Ancient Greek Times.	I can explain in detail the jobs people had and what houses and clothing were like in Ancient Greek Times.	I can compare and contrast the jobs people had and what houses and clothing were like in Ancient Greek Times with today.	
9. What were the Ancient Olympics?	I know that the Ancient Olympics was believed to have begun in 776BC in Greece.	I can explain that the Ancient Olympics was a very important religious festival.	I can describe what happened at an Olympic event.	I can compare and contrast the Ancient Olympics to the modern day Olympics that began in 1886.	
10. Why is justice important? How do we promote a just and fair society?	I understand what justice is. I can explain what a just and fair society would look like.	I can explain how there is justice in our society. I can explain whether I think our society is just and fair.	I can compare justice in Ancient Greece and our society today. I can provide ideas for how our society could become just and fair.	I can evaluate our criminal justice system and show how this represents justice. I can describe whether I think our justice system makes our society fair and just.	