

The Olympics Year 1

What I have already learnt (ELGs)

- I have learnt to use everyday language to talk about time
- I have learnt to find some similarities and differences between things in the past and now
- I have learnt to talk about the lives of the people around me and their roles in society
- I have learnt to understand the past through reading and having stories told to me
- I have learnt to understand some important processes and changes in the natural world around me
- I have learnt to explore the natural world around me and make observations
- I have learnt to express ideas and feelings about experiences using full sentences, including using past, present and future tenses and making use of conjunctions.

What I will have learnt by the end of this unit.

- I will have learnt to talk about an event that has happened in Britain's past - London 2012 Olympics.
- I will have learnt about the lives of significant Olympians in the past who have contributed to international achievements.
- I will have learnt to identify events from the past and say the main differences between then and now in the Olympic countries.
- I will have learnt to use common words and phrases relating to the passing of time when talking about Olympic Games from the past.
- I will have learnt to recognise and talk about different ways of finding out about the past such as iPads, Chrome books and books.
- I will have learnt to answer simple questions to demonstrate my understanding of the key features of the Olympic Games.
- I will have learnt to find some similarities and differences between sport, Olympian's lives and technology now and in the past.
- I will have learnt to understand the past through reading and having stories told to me.
- I will have learnt to express ideas and feelings about experiences using full sentences, including using past, present and future tenses and making use of conjunctions.

What I will have learnt by the end of my Key Stage

- I will have developed an awareness of the past, using common words and phrases relating to the passing of time.
- I will know where the people and events I have studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- I will use a wide vocabulary of everyday historical terms.
- I will ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.
- I will understand some of the ways in which we find out about the past and identify different ways in which it is represented.



Key Knowledge

- The first known Olympic Games was recorded in 776 BC in Olympia, Greece.
- Only Greek men were allowed to compete.
- They were celebrated until 396 AD.
- Pierre de Coubertin, born in France 1863, travelled around the world trying to persuade people to bring back the Olympics.
- The first modern Olympic Games were held in Athens in 1896.
- The Olympics are held every four years in honour of Zeus.
- Zeus was the king of the Greek gods. Zeus was said to live on the top of a mountain. People built a temple for Zeus. Lots of people would come to visit the temple.
- Members of the Olympic committee choose the next venue for the Olympic Games, which must be a city rather than a country.
- Before each Games, the Olympic Torch is lit in Olympia, Greece.
- Medals are awarded in each event, with gold medals for first place, silver for second and bronze for third.



Key Vocabulary

Past - time that has gone by. Something that happened before.

Present - the time that is now.

Before - at a time earlier than now or an event that has happened.

After - at a time later than now or an event that has happened.

Similarity - something or someone like another.

Difference - something or someone that is not like another.

Famous - being well known or celebrated.

Olympic rings - Five rings in the centre: blue, yellow, black, green and red. They represent the five continents of the world.

Olympic torch - A cone shaped object in which the Olympic flame is carried.

Compete - The act or process of trying to get or win something others are also trying to get or win.

Medal - A small piece of metal that has a design stamped on it, used as an honour or reward.

Athlete - A person who is trained in games and exercises that require physical skill, endurance and strength.

City - A place where many people live closely together.



My Skills and Knowledge that I may use from other subjects

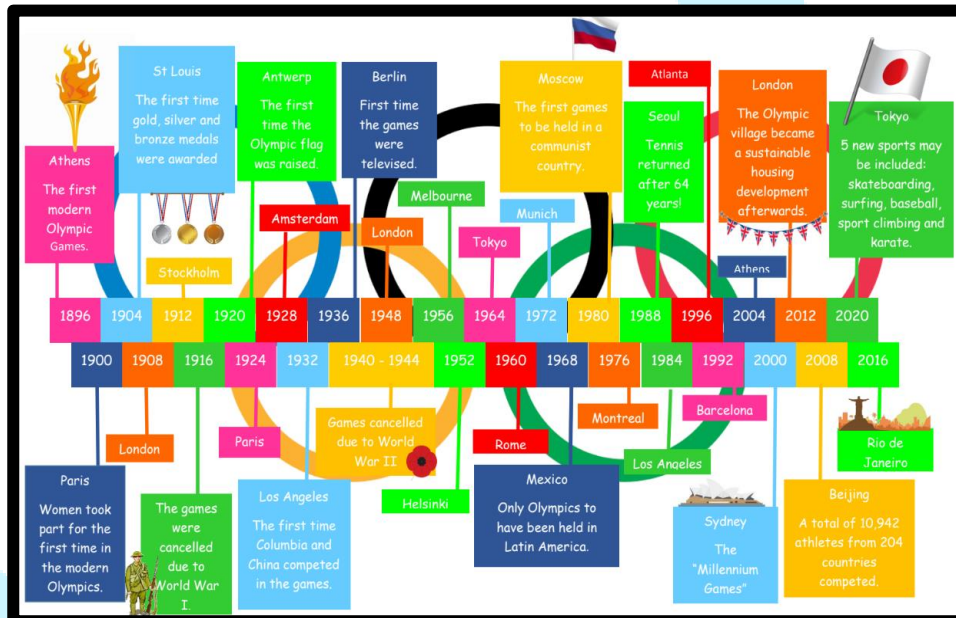
Mathematics: I can use my knowledge of numbers to read and recognise dates and find out how long ago something happened. I can use my number knowledge to find out the times of significant Olympians in their sport.

Literacy: I can use my literacy knowledge to write fact files and diaries. I can use my literacy knowledge to punctuate questions to Olympians correctly.

Reading: I can use my phonic knowledge to decode unfamiliar names and names of places.

Geography: I can use my knowledge of the UK to name and locate our Capital City, London and other countries and cities that have held / are holding the Olympic games.

Science: I can use my knowledge of materials to compare, discuss and design Olympian sportswear.



Recall and Remember

Can you answer these questions in 5 minutes?

True or False:

1. The Olympic Games originated in ancient Greece.

True / False

2. The Olympics have been held every four years since ancient times.

True / False

3. The Olympic flame is lit using a match or a lighter.

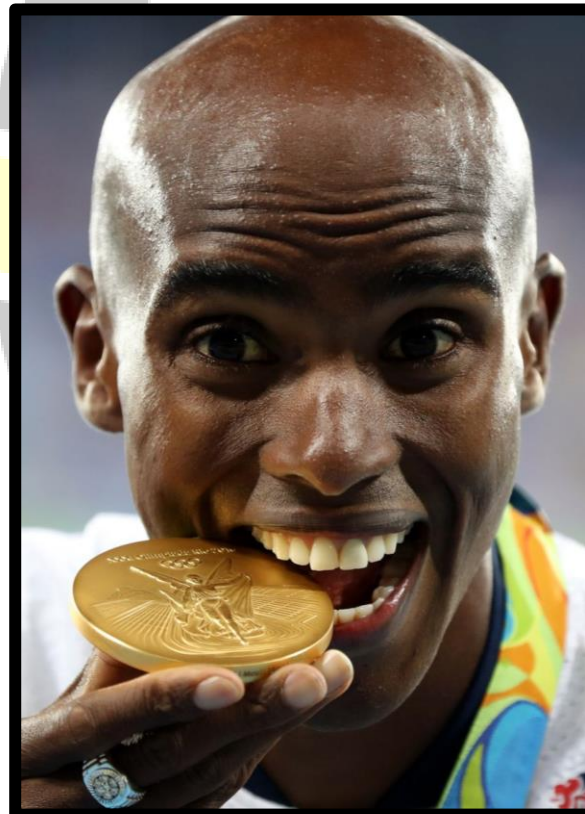
True / False

4. The Olympic Games have never been cancelled or postponed.

True / False

5. The first modern Olympic Games were held in Athens in 1896.

True / False



Key Historical Concepts

- o Chronology Empire
- o Civilisation
- o Wider world history
- o Continuity and change
- o Cause and consequence
- o Similarity/difference/significance
- o Local history
- o Culture
- o Economy
- o Governance
- o Vocabulary

Key Skills I will learn/use

Remember – I will be able to remember the names of significant Olympians.

Remember – I will be able to remember a range of countries the Olympic Games have been held in.

Recall – I will be able to recall facts about life in the times of the Ancient Olympic games.

Name – I will be able to name the different sports and how they have changed.

Observe – I will observe changes in life since the first Olympic Games.

Notice – I will notice how times have changed and why they have changed.

Recognise – I will be able to recognise some similarities and differences when I compare the past to now.

Chronology – I will be able to place key events in the history of The Olympics on a timeline.

Discuss – I will be able to talk about where key events in my family's life cross over with key events in The Olympics.

Compare – I will be able to compare the Olympic timeline to the timeline of my family.

Compare – Choose two athletes to compare. Where are they from? What were their achievements? What are their similarities and differences?

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

- ∞ Provide each student with a world map or an interactive online map. Ask students to locate and mark the countries that participate in the Olympic Games. Discuss the different cultures, languages, and traditions of these countries. Encourage students to research and present information about one of the countries to the rest of the class.
- ∞ Discuss the significance of flags in representing countries and cultural identity. Show examples of different national flags representing diversity and unity. Ask students to design their own flag representing their own identity or a fictional country. They can explain the symbolism behind their design, including the colours and shapes chosen
- ∞ . Introduce the concept of inspirational athletes who overcame challenges and made a positive impact. Provide a list of diverse Olympic heroes and their achievements. Engage students in research on one of these athletes and ask them to create a profile or a poster highlighting their accomplishments and contributions to their respective sports.
- ∞ Introduce the Paralympic Games and explain the concept of inclusivity in sports. Organise a mini Paralympic sports showcase in the school, where different sports are demonstrated by able-bodied students to highlight the skills, determination, and achievements of Paralympic athletes. Discuss the importance of diverse abilities and challenge stereotypes surrounding disabilities
- ∞ Look into how the sportswear has changed to become more inclusive to those from different communities.
- ∞ Equality of athletes from different race, genders and beliefs.
- ∞ Introduce the concept of inspirational athletes who overcame challenges and made a positive impact. Provide a list of diverse Olympic heroes and their achievements.