

Key Enquiry Questions: How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?

National Curriculum Objectives which are covered in this unit:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. – Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Understanding connections, contrasts and trends over time – comparing and contrasting the changes in Ancient Greece over time (development of democracy and civilised states)
- Developing the appropriate use of historical terms e.g. ancient, modern, civilisation, citizens, archaeology, myths and legends
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance – understanding why changes occurred during the period of the Ancient Greeks. Contrast life in Ancient Greece with life today.
- Constructing informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understanding how our knowledge of the past is constructed from a range of sources (historical sources – art, artefacts, written) – looking at photographs and secondary artefacts (vases etc)
- Significant historical events, people and places- Learn about the life and impact of Alexander the Great. Pupils look at sources that give clues about Alexander’s global impact and crucial role in expanding the Greek empire.
- To gain an overview of the impact of Ancient Greece on our lives today and be able to identify the most important legacy of the Ancient Greeks giving reasons.
- To consider how different historical sources (primary and secondary) help us to know about Ancient Greece.

Lesson sequence: include WALTs/LOs and key concept:

Continuity and change in and between periods Cause and consequence Similarity/difference within a period /situation i.e diversity Significance of events /people

<p>LO: To find out when and where the Ancient Greeks lived (put Ancient Greece into its geographical and historical context)</p> <p>Children to learn: -the location (Geography), physical features and climate of modern Greece -to place Ancient Greece in time -to locate Ancient Greece, on a map and to consider why its position was significant -that Ancient Greece consisted of city states and locate the city states of Athens and Sparta and understand that they had their own laws, money, rulers, and were rivals. -to use historical sources to infer information about</p>	<p>LO: Know what city states were and to explore some of the similarities and differences between Athens and Sparta</p> <p>Research how they were ruled, the lives of men, women and children, warfare, slaves, culture, religion. Children to draw contrasts between two of the most powerful city states – Athens and Sparta – and begin to use this knowledge to develop a balanced argument about which one they would prefer to live in.</p>	<p>LO: What do archaeological sites tell us about what life was like in Ancient Greece?</p> <p>To infer information from archaeological sites about what life was like in Ancient Greece</p> <p>To select and combine information from different sources about life in Ancient Greece</p> <p>Provide the children with photographs and plans of Ancient Greek archaeological sites such as temples, theatres e.g. the Greek theatre at Ephesus, The Temple of Apollo at Delphi, the Parthenon in Athens. Ask them in small groups to investigate a specific site and record</p>	<p>LO: What do artefacts tell us about what life was like in Ancient Greece?</p> <p>Children to learn: -to infer information from artefacts about what life was like in Ancient Greece -to consider the utility and limitations of using artefacts in isolation from other historical sources</p> <p>Children to look at a range of photographs of Ancient Greek pottery and statues depicting different aspects of life. (in groups) Children record details they see both in writing and through making accurate drawings. Children to report back their findings to rest of the class and use these to build up a picture of life in Ancient Greece.</p>	<p>LO: To find out why Alexander the Great was a significant figure</p> <p>Was Alexander ‘great’?</p> <p>Children to explore different sources to identify the most important achievements of Alexander the Great.</p> <p>Read the story of Alexander the Great to the class. Using the story along with a map of the Ancient Greek Empire and images of Alexander from Ancient Greek statues, friezes and pottery, children to identify and record main achievements and to put them into the correct chronological sequence. Children to consider what they believe to be the most important achievements giving clear reasons. Children to design a plaque for a statue of Alexander the</p>	<p>LO: To find out what happened at the Battle of Marathon</p> <p>To analyse the main reasons for the Greek victory</p> <p>In this lesson, children will learn about warfare in Ancient Greek times, including armour and fighting formation.</p> <p>Pupils will find out what happened at the Battle of Marathon and why it had such a surprising outcome, before using their knowledge to analyse key reasons for the Greek victory.</p>	<p>LO: To compare the similarities between our school and schools in Ancient Greece?</p> <p>To use a range of sources to find out about life in Ancient Greek schools and make inferences</p> <p>To describe similarities and differences from the past and give reasons for some of these</p> <p>Children to use a range of primary (e.g. photographs of artefacts) and secondary sources (library books, appropriate websites) which provide evidence of life in Ancient Greek schools. Children to research using the sources and record appropriately in a table of information.</p> <p>Children to compare education in Athens with that in Sparta leading to the writing of two paragraphs - one explaining the difference between schools in Ancient Greece and today, and one explaining the differences between schools in Athens and Sparta.</p>	<p>LO: What happened at the Ancient Greek Olympic Games and how has the Olympic Games changed??</p> <p>To explain the importance of the Olympic Games in Ancient Greek culture</p> <p>To explore the balance of religious, social and sporting activities at the Ancient Greek Olympics</p> <p>Pupils will find out about the Ancient Greek Olympic games. After matching up ancient and modern events, pupils will find out about the why, what, who and when of the</p>	<p>LO: What can we learn from our language about Ancient Greece?</p> <p>Start by showing the children a short clip from the BBC Bitesize website entitled What did the Greeks do for us?.</p> <p>Ask the children what the clip tells them about the continuing influence of Ancient Greece on life today.</p> <p>Provide the children with a copy of the Greek alphabet with the names of the letters and how they are pronounced. In pairs get them to use a dictionary to find as many</p>	<p>LO: What did the Ancient Greeks believe in?</p> <p>Children to explore Ancient Greek beliefs, know about myths – what they were and why they were used, know who the Olympians were, talk about Ancient Greek temples and to explore what the Ancient Greeks believed about the afterlife.</p>
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<p>the past – children to look at a range of Greek pots and infer what they tell us about the Ancient Greeks.</p>		<p>their findings both in writing and through making accurate drawings.</p>	<p>Identify as a class – key characteristics. Get children to speculate about what other sources they might need to get a fuller picture about life in Ancient Greece.</p>	<p>great which includes what they believe to be his most important achievements. Share ideas and plaques and have a vote on which the most important reasons.</p>			<p>Ancient Games. Pupils will make a sample 5-day programme to show the balance of sporting, religious and social activities.</p>	<p>words with Ancient Greek origins as possible. What does this tell them about our language?</p>	
<p>Key vocabulary to be explicitly taught</p>	<p>Geography Port Trade Transport Mountainous Government Invade Democracy City State Citizen Slave Empire Artefact Archaeology Global Expansion Army Armour Myth</p>								
<p>Links to other subjects</p>	<p>Geography - maps English – forming a balanced point of view Art – vases Maths - Chronology</p>								
<p>Prior learning <i>List year groups and topics with connected learning</i></p>	<p>Year 3 – Ancient Egypt</p>								
<p>Future learning <i>List year groups and topics with connected learning</i></p>	<p>Year 4: The Romans Year 5: The Anglo Saxons</p>								

**Useful websites/
activities**

<https://classroom.thenational.academy/units/ancient-greece-79e7>

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4>

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

https://www.ducksters.com/history/ancient_greece.php

[http://www.teachinghistory100.org/objects/for the classroom/an athenian family](http://www.teachinghistory100.org/objects/for_the_classroom/an_athenian_family)

<http://www.ancientgreece.co.uk/>

<http://www.bbc.co.uk/history/ancient/greeks/>