

Ancient Greece



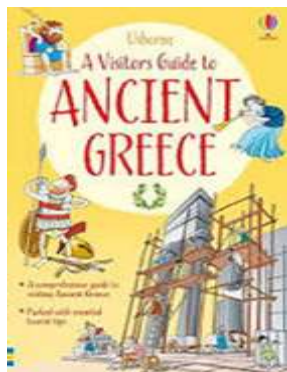
Rationale: This Topic inspires curiosity of ancient civilizations and offers the opportunity to investigate the legacy / influence of the past on the present. It addresses skills and knowledge as outlined in the National Curriculum and the NMPS Progression of Skills History document. The topic of The Ancient Greeks is age appropriate for Year 6 and fits within the organisation of the rest of the History scheme of work at NMPS.

Pre-Unit task: Show a range of images related to the unit of work. Ask children to discuss and write phrase to show knowledge beside images.

Attention Grabber: <https://www.youtube.com/watch?v=jloEzVh31TE>

Enrichment activities / visit: Visit to Greek exhibit at the Great North Museum (Hancock), 'Box of Wonders' loan from the Discovery Museum

Key Class book(s) linked to history study:



History Overview

Learning Objectives:

- * Study an ancient civilization in detail
- * Place current study on time line in relation to other studies and use relevant dates, terms and labels
- * To use specialised vocabulary and terminology.
- * To use a variety of sources and evidence to build up a picture of Ancient Greece
- * To study the different aspects of life of e.g. differences between men and women,
- * To compare an aspect of life with the same aspect in another period
- * Describe similarities and differences from the past.
- * Use a variety of ways to communicate knowledge and understanding including extended writing.
- * To select appropriate sources to support their findings.
- * To recognise the significance of this period of history and identify its legacy.

Examples of Key Questions:

- * Who were the Ancient Greeks?
- * What do artefacts tell us about what life was like in Ancient Greece?
- * What do archaeological sites tell us about what life was like in Ancient Greece?
- * Can we learn anything from Greek myths and legends?
- * Was Alexander really 'great'?
- * Can we thank the Ancient Greeks for anything in our lives today?
- * How were the Ancient Greeks governed and are there any similarities with how we are governed today?
- * What were the Ancient Greek gods known for?
- * How have the Olympic Games changed since they were first held in Ancient Greece?
- * Why were Athens and Sparta so different?
- * Did the events of the Trojan Horse story really happen?
- * Why did a small Greek army win the Battle of Marathon?
- * What would you include in a museum display on the life and achievements of the Ancient Greeks?
- * Which is the most important legacy of the Ancient Greeks?

History Overview

Impact/Assessment

Most Children will:

Explain how and why the Greek Empire was so successful and be able to explain how the political system worked.

- Describe elements of the Battle of Marathon and the Trojan War in detail.
- Examine artefacts in order to draw conclusions about what life was like in Ancient Greece.

Less Able Children will:

Say when the Ancient Greek people lived and order some events from the time on a timeline.

- Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding.
- Talk about some Ancient Greek gods and know some Greek myths.

More Able Children will:

Compare and contrast modern day political systems with those from

Ancient Greece and show an understanding of how the Athenian system shaped modern politics.

- Know in detail about key events from the Ancient Greek time.
- Analyse a variety of evidence and artefacts and use these to support their conclusions about what life in Ancient Greece was like.

Lessons in this unit

1. Who were the Ancient Greeks?

- * To find out when and where the Ancient Greeks lived
- * To make a timeline of key events
- * To use historical sources to infer information about the past

This lesson introduces the who, when and where of the Ancient Greek civilisation. Pupils will look at maps and timelines to place Ancient Greece in context and then zoom in to find out more about key events from the five distinct time periods associated with the Ancient Greek civilisation. They will engage with historical sources to find out clues about life in Ancient Greek times.

2. Why were Athens and Sparta so different?

- * To know what city-states were
- * To compare the city-states of Athens and Sparta
- * To make a balanced argument based on historical knowledge

In this lesson, pupils will learn how Ancient Greece was divided up into 'city-states', each with its own laws and armies. They will draw contrasts between two of the most powerful city-states - Athens and Sparta - and use their knowledge to develop a balanced argument about which one they would prefer to live in.

3. What was Alexander the Great's impact on the Greek empire?

- * To find out why Alexander the Great was a significant figure
- * To analyse the historical impact of Alexander the Great

This lesson explores the life and impact of Alexander the Great. Pupils will look at sources that give clues about Alexander's global impact and then they will act out the story of his crucial role in expanding the Greek empire. Once familiar with Alexander's story, pupils will be given a map work challenge to record the four stages of the expansion of Alexander's empire.

4. Why did a small Greek army win the Battle of Marathon?

- * To find out what happened at the Battle of Marathon
- * To analyse the main reasons for the Greek victory

In this lesson, pupils will play a starter game to learn about warfare in Ancient Greek times, including armour and fighting formation. 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 in a group sorting activity.

5. What were the Ancient Greek gods known for?

- * To learn about the twelve Olympian gods and their associated symbols
- * To identify key Ancient Greek gods and goddesses from historical sources

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This lesson looks at Ancient Greek gods and goddesses and how they were recognised. Pupils will play a game to find and identify hidden gods and goddesses using their associated symbols, before applying their knowledge to source work by identifying the deities on an Ancient Greek wall relief. Then pupils will work in groups to focus on one particular Olympian god in a super-size poster challenge ready for a lightning quiz at the end of the lesson.

6. What happened at the Ancient Greek Olympic Games?

- *To explain the importance of the Olympic Games in Ancient Greek culture
- * To explore the balance of religious, social and sporting activities at the Ancient Greek Olympics

In this lesson, 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 Ancient Games and may be surprised to learn that competitive sport was not the main purpose of the games. Pupils will make a sample 5-day programme to show the balance of sporting, religious and social activities before taking part in a Classroom Olympic Games of their own, complete with its own winners' ceremony.

7. What were the Ancient Greek philosophers famous for?

- *To find out about famous thinkers from Ancient Greece
- * To explore key ideas and questions from Ancient Greek philosophy

This lesson allows pupils to find out about key thinkers from Ancient Greece. After getting into some philosophical debates of their own, pupils will compare three famous Greek philosophers and choose one to focus on in detail for a museum exhibition, with an optional clay modelling challenge.

8. Did the events of the Trojan Horse story really happen?

- *To draw own conclusion about the Ancient Greek story of the Trojan Horse
- *To evaluate stories from history by examining sources of evidence

In this lesson, pupils will learn about the tradition of oral storytelling in Ancient Greece. Pupils will listen to the Trojan Horse story and analyse the evidence to decide which parts of the story are likely to be based on true events. Pupils will use their analysis to form a structured response to the question Did the story of the Trojan Horse really happen?

9. What was daily life like for children in Ancient Greece?

- *To explore different areas of daily life for Ancient Greek children
- * To find out about popular Ancient Greek toys
- *To consider how we can know about what daily life was like so far in the past

This lesson is designed to help pupils to understand more about key areas of daily life for Ancient Greek children. They will research information about food, education, clothing and entertainment and then design their own version of an Ancient Greek pull-along toy. At the end



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of the lesson, pupils will examine how four historical sources from Ancient Greece give more clues about daily life for children.

10. How significant is the legacy of Ancient Greece for life today?

- * To explore the influence of Ancient Greece on various areas of modern life
- * To consider the significance of different legacies on life today

In this lesson, pupils will explore some of the key legacies from Ancient Greece that influence life today. They will consider the significance of each legacy in terms of its impact on their own life, before working in a group to complete a ranking challenge to decide the most significant legacy.

History Overview

Acropolis	Aegean Sea	agora
amphitheatre	amphora	Ancient Greece
Archimedes	Aristotle	Athens
citizen	city state	civilisation
column	Corinthian	democracy
Doric	empire	god / goddess
government	Hades	Hippocrates
hoplite	hoplon	Ionian Sea
Marathon	Mediterranean	Mount Olympus
Olympics	Olympus	Parthenon
Persian	phalanx	Plato
polis	Poseidon	pottery
Sparta	statues	tactics
temple	theatre	trireme
Trojan Horse	Troy	weapons
Zeus		

