

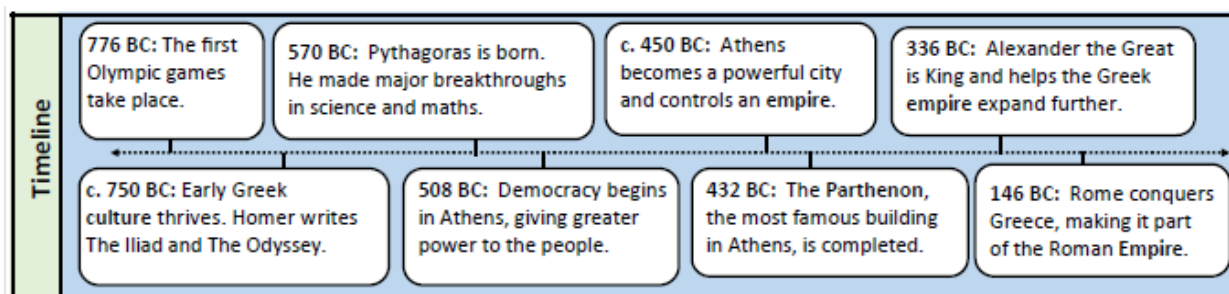


Year 5 History Overview: Ancient Greeks


Why should we thank the Ancient Greeks?

Introduction

In this unit, children will use a range of sources to find out about the life and achievements of the Ancient Greeks. Pupils find out about the city states of Sparta and Athens, everyday life, beliefs and culture. There is also a focus on legacy, with pupils studying their influence on architecture, language and the Olympic Games. Pupils will also learn about the legacy of the Greeks on other societies in the past, such as the Victorians and Tudors. This unit will enable the children to engage with a variety of sources to increase their knowledge and understanding of this ancient civilisation and develop their skills of historical enquiry. Throughout the unit, there is an emphasis on understanding how evidence is used to make historical claims, as well as developing historical concepts of change and continuity, and significance. In their English, pupils will study Ancient Greek myths.



Year 5: Ancient Greeks

What children should already know:	Vocabulary		Historical Skills and Enquiry
<ul style="list-style-type: none"> Greece is a country in Europe. The human and physical features of Greece. The chronology of British history up to 1066. 	<ul style="list-style-type: none"> Acropolis Ancient Archaeologist Architecture Chronology Circa Citadel Citizens Civilisation Climate Continent Culture Deity Empire 	<ul style="list-style-type: none"> Fertile Hoplite Invasion Merchant Modern Military Mythology Philosophy Polytheists Seafaring Society Trade Urban Warfare 	<p>Key Foci: significance, change and continuity, similarity and difference.</p> <ul style="list-style-type: none"> Develop knowledge and understanding of some of the key features of life in Ancient Greece, its continuing legacy and begin to appreciate its historical significance. Develop an understanding of the distinctiveness of the civilisation of Ancient Greece and where it fits into the broader chronological framework Make links between periods in history, spotting similarities and differences. Select sources independently and give reasons for choices.
By the end of this unit, children will know:	National Curriculum Link		Images
<ul style="list-style-type: none"> The Ancient Greeks were around at the same time as the Iron Age in Britain. How we have found out about the Ancient Greeks. The Olympic Games originated in Ancient Greece. Greece was divided into city states. The similarities and differences between Athens and Sparta. The key beliefs and achievements of the Ancient Greeks. The different roles in Greek society, including slaves. The Romans conquered Greece in 146 AD. The legacy the Greeks left behind on us today and on other societies in the past. This was mostly passed on through the Roman Empire. 	<p>Children should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>		 <p>The map shows the geographical layout of ancient Greece during the Archaic Age. It highlights various regions such as Macedonia, Thessaly, Epirus, Boeotia, Attica, Argolis, and Sparta. Major cities like Athens, Sparta, Corinth, and Thebes are marked. The map also shows the Aegean Sea, Ionian Sea, and Crete. A legend indicates that red areas represent city-state areas and blue areas represent tribal areas.</p>

Unit Overview (8 weeks)

<u>Key Questions</u>	<u>Pupils will learn:</u>	<u>Possible Activities:</u>	<u>Resources</u>
Who were the Ancient Greeks? (2 lessons)	<p>Greece was organised into city states.</p> <p>Where the Ancient Greeks fit on the class timeline.</p> <p>That much evidence comes from pottery.</p> <p>Some similarities and differences between Sparta and Athens.</p>	<p>Introduce the Ancient Greeks by watching Horrible Histories, Season1 episode 7 (last scene) and how Zeus overthrew Cronos.</p> <p>Locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied. What was happening elsewhere in the world during this period? (Iron Age) Add the duration of the Greeks to the class timeline. Use www.timemaps.com/history to compare. Tell children they will focus on the 'golden age' of Greece (470 BC -410 BC).</p> <p>Pupils locate Ancient Greece on a map and consider why its position was significant e.g. proximity to Europe, the Middle East, North Africa. Pupils locate the city states of Athens and Sparta- these two city states had their own laws, money, rulers, and were rivals. In small groups/pairs ask pupils to carry out research into the similarities and differences between the two city states. <u>Was it better to live in Sparta or Athens?</u> Pupils will write in their jotters and then report back their findings under the following headings: How they were ruled; The lives of men, women and children, Warfare, Slaves, Culture, Religion. (Use non-fiction books, as well as 'primaryhomeworkhelp.co.uk').</p> <p>Discuss some of the key terminology that emerges from this activity e.g. democracy, civilisation, culture, laws, justice.</p>	<p>One laptop per group/pair Information about Sparta and Athens.</p>
What do artefacts tell us about life in Ancient Greece?	<p>To infer information from artefacts.</p> <p>To identify what other sources they may need in order to get a fuller picture.</p>	<p>Follow the activity for KQ2 part 2, using the Powerpoint, 'Call my bluff'.</p> <p>Provide children with further photographs of Ancient Greek pottery- pictures of vases powerpoint. They should look closely at the photographs and record the details they see both in writing and through making accurate drawings. Ask them to draw the object, write what the object is,</p>	<p>Key Stage History KQ2 part 2 resources.</p> <p>Pictures of vases-powerpoint</p>

		<p>what it might have been used for and what information it provides us about an aspect of life in Ancient Greece.</p> <p>Finish the session by discussing the powerpoint: why Greek pots are important-find time to make Greek pots from clay?</p>	Why Greek pots are important powerpoint
Can we learn anything from Greek myths and legends?	<p>To select and combine information from different sources about Ancient Greece</p> <p>To show some understanding that aspects of the past have been represented and interpreted in different ways</p>	<p><u>The story of Theseus and the Minotaur: How much is true?</u></p> <p>Recap on the story of Theseus and the Minotaur using the Myths and Legends website or a story from class. Tell pupils to pay particular attention to the pictures, where the story is set and the main features.</p> <p>Pupils then have to answer the question – <i>What evidence is there to prove that this myth/legend might be true?</i> Follow KQ1 part 2 activity-print off the PowerPoint pictures and place them in envelopes on each table. Tell pupils that they will take on the role of detectives. Their task is to consider whether this myth might actually be based on fact. In the envelopes are clues that they need to use to piece together and work out how the evidence might relate to the story. Pupils complete the Theseus worksheet. Go through the Powerpoint at the end, discussing what children think the 'finds' were and what they actually are and how these can be related to the story.</p>	<p>KQ1 part 2</p> <p>Theseus and the Minotaur story</p> <p>Theseus and the Minotaur worksheet.</p>
What made Athens so strong?	<p>Key events about the battle of Marathon.</p> <p>To give reasons why Athens was so dominant.</p>	<p>Why did tiny Athens defeat mighty Persia at the Battle of Marathon?</p> <p>Pupils compare different versions of the battle and give reasons why textbook accounts might differ. Follow Key Stage History lesson 3.</p>	Key Stage History KQ 3 resources.
How have the Olympic Games changed since they were first held in Ancient Greece?	<p>To identify some of the similarities and differences between life in Ancient Greece and today</p>	<p>Look at clips/pictures from the latest Olympic Games. <i>What sports were played? What were the main venues? How many countries were involved? How did the games open and close? What were the most memorable moments?</i></p> <p>Following on from this, ask the groups to research and design a 5-day programme for the Ancient Olympic Games working from pictorial sources and writing an explanatory caption for each used. Get them to present their programmes to the rest of the class. What similarities and differences can pupils identify?</p>	Olympic Games pictures/ film clips.

<p>How have the Ancient Greeks influenced our lives today?</p>	<p>Use written and pictorial sources to make influences about the Ancient Greeks.</p>	<p>BBC Bitesize-what have the Greeks done for us? https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn KQ6 parts b and c: Pupils read a short modern day extract to find 20 modern words which derive from Ancient Greece and then using a dictionary work out what the original Greek words were and their literal meaning: e.g. cinema to see from afar. Pupils design a set of stamps showing a range of Greek achievements and legacy to us today.</p>	<p>BBC Bitesize Key Stage History KQ 6 part b and c</p>
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Half day visit by 'That History Bloke'.