

Topic:	Year group	Term Spring
Ancient Greece: Life and achievements in Ancient Greece.	Year 5	14 sessions

Background knowledge

When we think of the Ancient Greek civilisation, it is around the fourth to the fifth centuries BC, a period known as the Classical period. However, it existed for a long time before that, as far back as the Neolithic period, which started around 6000BC. Although the Olympics are probably the most recognisable legacy from the Ancient Greeks today, if you dig a little deeper, you will unearth a huge amount that they contributed to modern life, in terms of government, inventions, writing, mathematics, philosophy, theatre and warfare. This list is almost endless.

What should I already know?

Knowledge of the achievements, beliefs and structures of other ancient civilisations e.g. Ancient Egypt and the Mayans.

National Curriculum Objectives / Key Skills	The Journey
<p>Change and continuity:</p> <p>I can appreciate ideas of duration and interval e.g. how long the Greek legacy lasted.</p> <p>Cause and consequence:</p> <p>I can explain an event using simple forms of classification e.g. to do with tactics or weaponry.</p> <p>I can start to express explanation in term of relative importance backed up by reasoned argument e.g. <i>the main reason was... Also important... Some people think</i></p>	<ol style="list-style-type: none"> 1. How can we know about the Greeks 2500 years ago? Use <i>keystagehistory.com</i> resource. 2. Theseus and the minotaur: Is there any evidence of the legend? (<i>keystagehistory</i>) 3. What can we work out about every day life in Athens? (<i>keystagehistory</i>) 4. What were the differences between Athens and Sparta? 5. Why was Athens so strong in 5th and 6th centuries BC? Use <i>keystagehistory.com</i> resource. 6. How did Athens beat mighty Perisa at Marathon? Use <i>keystagehistory.com</i> resource

Characteristic features of society:

I can make links between different features of a society to make sense of the world lived in by people in the past.

I can explain beliefs and attitudes in terms of why people might have had those ideas.

I understand that people in the past had a range of different ways of looking at their world and can explain ideas.

I can understand that people's experiences varied depending on status e.g. women's position in Greek society was very different in Athens and Sparta.

I am able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. I can avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.

Enquiry:

I can start to raise questions about what the evidence tells us. I am aware I do not need to rush to conclusions based on flimsy evidence. I can use phrases such as "We cannot tell for sure. Most evidence suggests."

Interpretation:

I can grasp that interpretations might differ on the aspect that people are looking at e.g. views of the Greeks would be positive when looking at their long-lasting achievements; Athenian women were treated like property would be negative.

7. How were the Ancient Greek Olympics different to our modern Olympics? Use *keystagehistory.com* resource
8. What gods did the Ancient Greeks believe in?
9. What are the differences between Ancient Greek schools and modern schools?
10. What can we learn about the Greeks from their theatre? Use *keystagehistory.com* resource.
11. What was life like for women in Ancient Greece? Use *keystagehistory.com* resource.
12. Ask and answer our own questions about Ancient Greece.
13. Story map and retell a Greek myth.
14. What Greek inventions/ideas do we still use today?

Comparisons/links with other topics:

Achievements - Comparing the achievements of the Greeks with those of the Romans helps children see the relationship between the two societies. Noting how a lot of the ancient Greek ideas were passed on by the Romans and the spread of their empire helps children

understand how the Greek's contemporaries viewed their ideas. Understanding that Greek achievements often varied depending on the city-state also shows a difference with Roman achievements, as most Roman achievements became universal.

Housing - Noting the similarities and differences to Roman and Greek housing is interesting because the children should be able to see the Greek influence on Roman housing in terms of design and structure. Both styles of Roman and Greek 'villa' were made from stone and often included 2 levels, supported by columns and lintels. Separate rooms were common across both styles of housing, including separate areas for slaves. Interestingly though, depending on the city-state, Greek houses may have had separate women's quarters too. In that case, which type of house would the children prefer to live in?

Society - Comparing the social structures of Athens with Sparta shows the differences in attitudes to education, gender and fundamental principles like philosophy. Making comparisons between these to Rome will help children to understand that different civilisations had different structures. Similarities can be drawn between Rome and Athens, whilst those of Sparta provide a stark contrast. However, the more militaristic focus of the Spartans links well to the might of the Roman military machine and similar attitudes can be compared. Which society would the children prefer to live in and why? Was one fairer than another? Was everybody equal?

Entertainment - Greek entertainment compares well to Roman as the Romans featured similar styles and took influence from the Greeks. The Greek invention of theatre was replicated across the Roman Empire with huge theatres being built to house numerous plays and shows. The Greeks, like the Romans, liked to throw feasts and parties. However, comparing the various aspects of entertainment and the attitudes towards women's participation in certain forms of Greek entertainment compares well to that of the Romans and Egyptians. Greek women were not allowed to take part in or even view the Olympics, whereas women were allowed to take part in Roman entertainment. How do the girls feel about that? How do the boys? Do they think that this should be the case today? How are things different today?

Beliefs - Given that a lot of Roman beliefs were adopted from the Greeks, direct comparisons between the two are inevitable. As many Roman and Greek gods are very similar but with different names, it is easy to see the influence that they had with each other. It also goes to highlight that both sets of civilisations were happy to adopt new gods and goddesses. Comparison to Egyptian deities helps to highlight the geographical implications, particularly when comparing gods related to the Nile with the idea of the Greek gods living on Mount Olympus. Are there any crossover gods? Are there mythologies similar and how?

Outcomes

An overview of what children will know / can do

Working towards: Children are still developing their responses to meet the KPIs. They have some substantive knowledge about the topic they are studying.

Expected: Children will have demonstrated the KPIs in their work and in assessments. They have good substantive knowledge about the period they are studying.

Exceeding: Children will have demonstrated the KPIs and other historical skills in their work and assessments. They have a secure and deep substantive knowledge about the topic they are studying.

Key Vocabulary

City-state: A city-state, or polis, was the community structure of ancient Greece. Each city-state was organized with an urban center and the surrounding countryside. Characteristics of the city in a polis were outer walls for protection, as well as a public space that included temples and government buildings.

Hoplite: A Greek soldier.

Zeus: King of the Gods.

Athena: Goddess of wisdom and war.

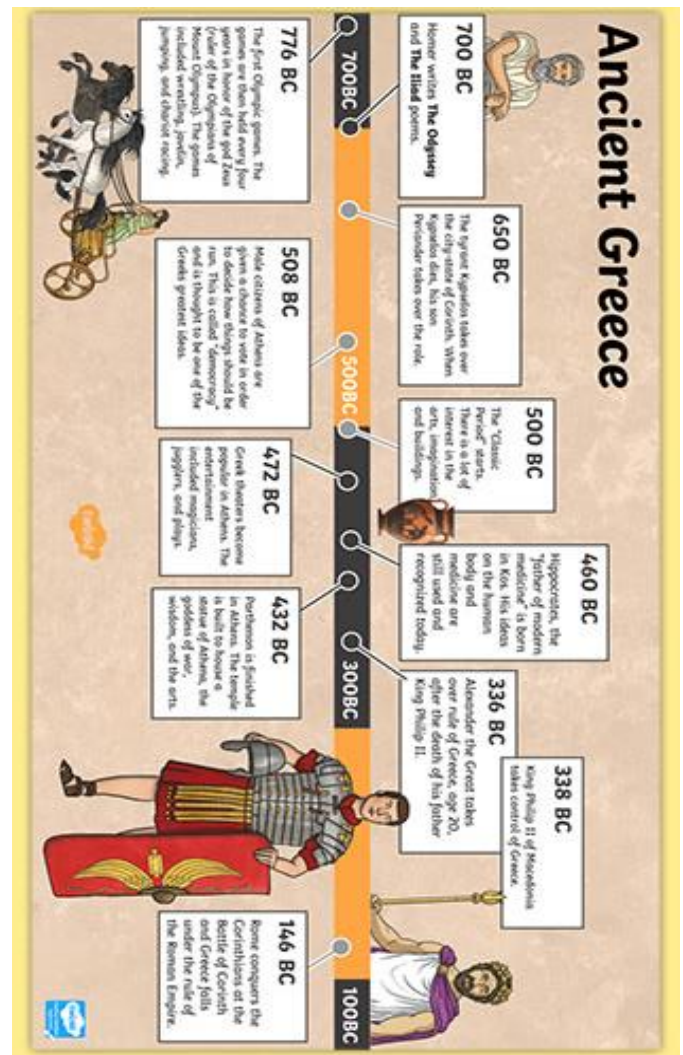
Hades: God of the Underworld.

Hercules: Son of Zeus - had to complete 12 incredible labours.

Democracy: From the Greek words demos (people) and kratos (rule). It involves giving the vote to a populace.

Trireme: Greek warship.

Timeline / Diagrams



Myth: A traditional story about gods and heroes.

Key people / places

Socrates: One of the three great Greek philosophers.

Pheidippides: Greek messenger who ran 25 miles (40km) from Marathon to Athens to deliver the message that the Greeks had won the battle.

Pericles: A general and politician, elected into office between 443 and 429 BC. He was an outstanding speaker, able to sway people to his line of thinking.

Assessment questions / outcomes

- How might historians know so much about Ancient Greece?
- What were the main differences between Athens and Sparta?
- What made Athens so strong in 5th century BC?
- What was the main reason why Athens defeated Persia, in your opinion?
- What are the main differences between the ancient and modern Olympics?
- What sources of information did you use to find out about the Greek Gods?
- Would you want to visit an Ancient Greek school? Why/why not?
- Name some defining features of an Ancient Greek theatre.
- Did women in Ancient Greece all have the same experience?
- What questions do you want answered about Ancient Greece? Which sources of information were useful for finding this out?