

# Our Learning Journey through the Topic

How do we know about the Ancient Greeks?

What is a Greek Myth and what does it involve?  
How can they provide us with information?

What was the belief system / religion of the Ancient Greeks?

How do the belief systems of the Ancient Greeks and Romans compare?

How did the Ancient Greeks rule?

Do you like Greek food?

What did the Ancient Greeks eat?

How do the leadership structure of Sparta and Athens compare to civilisations that came before and after them?

Where would you prefer to live?

What were the general differences between Athens and Sparta?

What happened at the battle of Marathon?

Case study: Pheidippides

Are there any other ways historians have found out about the Greeks?

How do the Ancient Greeks compare to other civilisations in the same time period?

# Ancient Greece

Create a piece of Ancient Greek art that informs people about Ancient Greek culture and/or society.

What impact will modern society have on the world?

What impact have the Ancient Greeks had on today's world?

## Ancient Greeks



**Term taught in:**

*Spring*

**Number of Weeks:**

*12*

### Objectives

### Outcomes

#### History

- Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.
- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Develop chronologically secure knowledge of the events and periods of time studied.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.
- Recognise that some events, people and changes are judged as more significant than other.

The child will.

- Understand the chronology of the period and recognise where in history it belongs.
- They will be able to use the terms B.C. and A.D. with accuracy and understand that Greece was considered an empire in its heyday.
- Understand that the Battle of Marathon was a decisive time in Greek history and the reasons why there are different versions of the story.
- Use secondary sources to research the great cities of Athens and Sparta, then use their knowledge to debate with each other if Athens or Sparta was the better place to live.
- Understand and identify how the legacy of the Ancient Greeks influence the modern world.
- Assess the differences and compare the Ancient Greeks and Egyptians.

#### Geography

- Name and locate an extensive range of places in the world
- Explain some links and interactions between people, places and environments.
- Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
- Communicate geographical information using a wide range of methods including writing at increasing length

The child will

- Locate and name European countries on atlases and maps.
- Locate and name cities, mountains, bodies of water and regions of both modern and ancient Greece through the use of computer programmes.
- Carry out research, resulting in an understanding of the development of Ancient Greece and understanding that the settlements of the people was heavily influenced by its environment.
- Communicate their understanding through class discussions and written information texts.

<p>DT</p> <ul style="list-style-type: none"><li>• Understand and apply the principles of a healthy and varied diet.</li><li>• Choose ingredients to support healthy eating choices when designing their food products.</li><li>• Prepare and cook a variety of mostly savoury dishes using a range of cooking technique</li><li>• Join and combine a widening range of ingredients.</li><li>• Select and prepare foods for a particular purpose.</li><li>• Know where and how ingredients are grown and processed.</li><li>• Plan and evaluate</li></ul>	<p>The child will:</p> <ul style="list-style-type: none"><li>• Compare and contrast the food available in Ancient Greek times with food in our time, recognising which food is healthier.</li><li>• Understand that the food eaten in Ancient Greece was dependent on the food that they could grow themselves and was that common to the area.</li><li>• Recognise that unlike today, the Ancient Greeks were not able to import or purchase food easily.</li><li>• Select traditional ingredients and use them to prepare a traditional Greek meal for their Greek day in school.</li></ul>
<p>Art:</p> <ul style="list-style-type: none"><li>• Use their knowledge of sculpture imaginatively to create their own style. Develop their own style when working with a wide range of tools and materials.</li><li>• Use their knowledge of sculpture to work creatively e.g. adapting the style of an artist to create their own effect.</li><li>• Are confident when working with a wide range of tools and materials to create different effects.</li><li>• All other art objectives from production and evaluation.</li></ul>	<p>The child will</p> <ul style="list-style-type: none"><li>• Understand how Ancient Greek artists created their costumes.</li><li>• Design, create and evaluate a Greek theatre mask based on those created by Ancient Greek artists.</li></ul>

<b>Key Vocabulary</b>		<b>End Products</b>	
<ul style="list-style-type: none"> <li>• Acropolis - a fortified citadel within a larger city. It is usually located on top of a hill and at the centre of the city.</li> <li>• Democracy - a form of Government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.</li> <li>• Oligarchy- a type of Government where the power is held by a few people.</li> <li>• Olympics - an athletic event held by the Ancient Greeks every few years.</li> <li>• City-state - name given to places in Ancient Greece who responsible for governing themselves.</li> <li>• Ionic and Doric - names given to different styles of pillars</li> <li>• Hoplite - Ancient Greek soldier.</li> <li>• Empire - group of countries under one ruler</li> <li>• Civilization - a group of people who did things the same way</li> </ul>		<ul style="list-style-type: none"> <li>• Using their research, participate in a debate about where was a better place to live - Athens and Sparta.</li> <li>• Write a report to explain how the legacy of the Ancient Greeks influence the modern world.</li> <li>• Locate and name cities, mountains, bodies of water and regions of both modern and ancient Greece on a map.</li> <li>• Produce a non-chronological report about the development of Ancient Greece, explaining that the settlements of the people were heavily influenced by its environment.</li> <li>• Prepare a traditional Greek meal</li> <li>• Design &amp; create a Greek theatre mask.</li> </ul>	
<b>Links to our School Values</b>		<b>Links to British Values</b>	
<ul style="list-style-type: none"> <li>• Trying Your Best</li> <li>• Communication</li> <li>• Compassion</li> <li>• Honesty</li> <li>• Resilience</li> </ul>		<ul style="list-style-type: none"> <li>• Being Part of Britain</li> <li>• Democracy.</li> <li>• The rule of law.</li> <li>• Individual liberty.</li> <li>• Mutual respect.</li> <li>• Tolerance of those of different faiths and beliefs.</li> </ul>	
<b>Cross Curricular Opportunities</b>	<b>Enhancements</b>		<b>Misconceptions</b>
<p>English: persuasive letter, instruction, debate</p> <p>Maths: place value (timelines)</p> <p>RE: different belief systems</p>			<p><i>Any misconception that would need noting.</i></p>