

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History – Unit 1 of 2- A study of Greek Life and Achievements and their influence on the Western World
Year: A Phase 3

NC/PoS:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Prior Learning (what pupils already know and can do)

- Children know early civilizations formed when people began living together in larger organized settlements
- Children know ancient means belonging to the very distant past and no longer in existence
- Children know the four earliest civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport
- Children know the four earliest civilizations had cuneiform, number system and agriculture in common.
- Children know agriculture made it possible to feed large populations of people

End Points (what pupils MUST know and remember)

- Know the Classical Golden Age of Ancient Greece came after the four earliest civilizations
- Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs
- Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes, Sparta and Crete
- Know the Ancient Greeks had many gods and built temples as places of worship
- Know democracy originated in Athens and can make comparisons to modern democracy
- Know democracy has changed and developed over time
- Know the Olympic games were first held by Ancient Greeks to avoid conflict

Key Vocabulary

ancient, civilisation, trade, city states, artefacts, pottery, statue, archaeology, temples, theatre, language, democracy, power, ruler, government, governance, vote, law, council, representative, religious beliefs

Recommended Resources:

Texts:

Greek Myths by Marcia Williams

The Orchard Book of Greek Myths by Geraldine McCaughrean

Artefacts: Pottery, Olympic artefacts, columns/temple images

Videos:

BBC Bitesize: Ancient Greek democracy, Olympics, gods

British Museum online: Greek artefact walkthrough

Role Play Kits: Greek clothing, masks, laurel wreaths

Debate Cards: Democracy in Athens vs. today

Alphabet Cards: Greek and modern English comparisons

Curriculum Connections:

- English – Greek myths, non-chronological reports, debate writing.
- Geography – Mapping Ancient Greek city-states.
- Art – Pottery and sculpture based on Greek designs.
- PE – Ancient Olympic events.
- RE – Religious beliefs and gods of Ancient Greece.

Career Opportunities:

- Politician – Learning the origins of democracy and governance.
- Linguist – Studying the Greek alphabet and its influence on modern language.
- Historian – Interpreting artefacts and ancient texts.
- Olympian/Athlete – Tracing the roots of the Olympic Games.
- Philosopher – Exploring ideas from Aristotle and Plato

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Enquiry question: <u>Can we thank the Ancient Greeks for anything in our lives today?</u>
<p>Session 1: <u>Who were the Ancient Greeks?</u></p> <p>Chronological knowledge - Review prior learning and place chronology of units already learnt including the four earliest civilisations</p> <p>Recap the meaning of ancient and civilisation.</p> <p>Locate Ancient Greece on a wider timeline to relate to other civilisations and discuss the longevity of Ancient Greece.</p> <p>Map work – local Greece on a map. Discuss its key features and its location – mainland Greece and discuss its numerous islands, the physical features, climate etc. Discuss why its position was significant e.g. proximity to Europe, the Middle East, North Africa for travel, trade.</p> <p>On map of Ancient Greece locate the city states (settlements) of Athens, Sparta and Thebes. Look at settlements on the island of Crete and the Minoan civilization.</p> <p>Tell the children that these city states had their own laws, money, rulers, and were rivals.</p> <p>Vocab: ancient, civilization, trade, city states</p>
<p>Session 2: <u>Did all Ancient Greeks get along?</u></p> <p>Provide the children with photographs and artefacts of Ancient Greek pottery and statues- including illustrations/representations of conflict between Greek settlements (Trojan Horse, Peloponnesian War, Spartan warriors, hoplites and 'triremes').</p> <p>Explain that these are sources – something that has survived from the past.</p> <p>Discuss what they tell us about life in Ancient Greece.</p> <p>Vocab: artefacts, pottery, statue</p>
<p>Session 3: <u>Who were the ancient Greek gods?</u></p> <p>Provide the children with photographs of modern-day places of worship and ask why people gather there?</p> <p>Provide the children with photographs and plans of Ancient Greek archaeological sites such as temples e.g. The Temple of Apollo at Delphi, the Parthenon in Athens.</p> <p>To please the gods, people brought gifts of money, flowers, food and drink. They offered these gifts as sacrifices.</p> <p>Tell or investigate some of the main gods in Ancient Greece including Zeus, Hades, Apollo, Poseidon, Hera. Clarify that not every city state believed in the same gods. Every city in Greece had a 'patron' god or goddess. Investigate their belief in an afterlife 'The Underworld'</p> <p>Compare to Ancient Egyptian beliefs.</p> <p>Vocab: archaeology, temples, theatre</p>
<p>Session 4: <u>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</u></p> <p>Discuss how we are governed today and what democracy means. This should be done in relation to the main city states: Athens, Sparta, Thebes and Crete. Ensure children are aware that historians can interpret sources differently.</p> <p>Draw comparisons from each city state to today discussing women's involvement.</p> <p>Vocab: democracy, power, ruler, government, governance, vote, law, council, representative</p>
<p>Session 5: <u>How have the Olympic Games changed since they were first held in Ancient Greece?</u></p> <p>Provide the children with images and film clips of London 2012. Discuss the clip and ask children questions related to the games. Who can take part in the games? What other Olympic games do we carry out today – Paralympics, Summer and Winter.</p> <p>Tell or investigate the history of the Olympic games discussing its religious purposes and how it was originally used to end conflict between Greek city states. Share images of Greek pottery depicting ancient Olympic games. Discuss the event, including the beliefs with the passing of flames, and how the arts were promoted throughout.</p>

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Look at images of the remains of the stadium at Olympia.

Draw comparison about the games from Ancient Greece to modern day games.

Vocab: archaeology, temples, theatre, religious beliefs

Session 6: **What are the legacies of Ancient Greece?**

Tell the children Alexander the Great took Greek ideas everywhere he went.

Provide the children with a copy of the Greek alphabet with the names of the letters and how they are pronounced. Investigate which letters are the same as we use today and which are different. Discuss where the word 'alphabet' comes from.

Explore common words/ spelling rules we use that derive from the Greek language.

Explore Ancient Greek myths such as The Labours of Heracles and Thesus and the Minotaur.

Tell or investigate the ancient Greek scientists and mathematician such as Aristotle and Pythagoras.

Discuss how Ancient Greece became a part of the Roman Empire, and influenced a lot of their lifestyle, and they continued to spread Greek ideas throughout their empire.

Future learning this content supports:

- KS3 Classical Civilisation & the Roman Empire