

## Medium Term Plan for History Year 5 and 6 Who were the ancient Greeks?

In this unit children find out about the way people lived in the ancient Greek empire. They use a range of archaeological and written sources, select and record information and interpret the past in different ways.

**Expectations:**

**Most children will** place the ancient Greek civilization accurately on a time line and demonstrate their understanding of BC and AD; describe important features of life in ancient Greece, and compare life in different city states; explain some of the beliefs of the ancient Greeks and why they held them; understand the reasons for and results of key events; interpret an event from one perspective and in so doing show an appreciation of other possible interpretations; select and combine information from written and archaeological sources

**Some children will have achieved more progress and will** compare aspects of ancient Greek civilization and society today; compare different interpretations of events and give reasons for the differences; understand strengths of and similarities between different sources of information; select and combine information to produce extended descriptions of aspects of life in ancient Greece

**Some children will have achieved less progress and will** know that the ancient Greek civilization was a long time ago; describe some features of life in ancient Greece; know some of the ancient Greek gods, and what they represented; select information from one or two sources

**Possible links to other subjects:**

- Literacy – reports, information texts, letter writing
- Numeracy – Greek mathematicians - trigonometry
- Art - architectural drawing, Greek patterns, Greek printing
- PE/Games – Olympic sports – activity for focus days -
- ICT – research, presentations, publishing of work from English,
- Learning Platform/home learning opportunities – Greek Hero game from BBC website
- Assembly – presentation to whole school
- Out of school excursion – to Cambridge museums - research
- Focus day – dress up, Greek food, Greek sports
- Drama – end of year play on Greek theme?

Digital Resources

- BBC ZigZag video – convert in DVD
- Websites [www.primarygreeks.com](http://www.primarygreeks.com) , [www.woodlands-junior.kent.sch.uk/Homework/Greece.html](http://www.woodlands-junior.kent.sch.uk/Homework/Greece.html) , [www.theoi.com](http://www.theoi.com) , <http://www.mythweb.com/> , [http://www.bbc.co.uk/schools/primaryhistory/ancient\\_greeks](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks)

Lesson No.	Lesson Intention (and learning objectives/success criteria)	Activities	Vocab.	Resources
1	Aim: to know where and when Ancient Greece was! Children should learn <ul style="list-style-type: none"> <li>• Location, terrain and</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce topic – make reference to the influence AG has to this day on our life.</li> <li>• Discuss timing – re-cover BC and AD and establish where AG is on a timeline</li> </ul>	Ancient Greece, civilisation, city states, Athens, Sparta, BC/AD	<ul style="list-style-type: none"> <li>• IWB notebook with maps, pictures of AG timeline etc</li> <li>• Map/timeline activity sheet activity showing location of</li> </ul>

	<p>climate of AG</p> <ul style="list-style-type: none"> <li>To place it in time</li> <li>To understand that it occurred BC</li> <li>That Greece consisted of city states</li> </ul>	<ul style="list-style-type: none"> <li>Ask where Greece is on a map – explain that this hasn't changed much aside from the fact that AG was a group of city states – explain how this differs from our idea of a country today. Expand by getting them to imagine Britain as being a country of city states – London, Manchester etc.</li> <li>Look at terrain and climate of Greece – discuss.</li> <li>Explain activity, namely to complete a map of AG showing location of city states and AG's place in time. Use grid references to locate city states.</li> </ul>		<p>Greece and the city states</p> <ul style="list-style-type: none"> <li>Online resource describing the city states for children to research – find!</li> </ul>
2	<p>Aim: to compare and contrast two Greek City States – Athens and Sparta!</p> <p>Children should learn</p> <ul style="list-style-type: none"> <li>What is meant by democracy</li> <li>Some differing Greek ideas and approaches to life</li> </ul>	<ul style="list-style-type: none"> <li>Recap on previous lesson reference idea of City States – say we are going to focus on two and compare and contrast them – explain these terms.</li> <li>Say they are going to research a city state then report back on the style of each place. Divide class into two and assign them to Sparta or Athens.</li> <li>Explain that they will have to read the ancient scrolls on their tables to research about each state, then be prepared to report back. Note – could do this in hall with scrolls on wall so children could move around.</li> <li>Once activity is over, assemble children and go through the questions, inviting a response from both Athenian and Spartan teams. Encourage the use of the first person when answering. Which do they like the sound of best?</li> <li>Finish by discussing democracy and its use today.</li> </ul>	Athens, Sparta, city state, democracy, law	<ul style="list-style-type: none"> <li>IWB notebook</li> <li>City state placards</li> <li>Inquiry sheets for each state</li> <li>'Ancient Scrolls', numbered in relation to questions on inquiry sheets and containing relevant information - take most of this from Ginn AG books.</li> </ul>
3	<p>Aim: to learn what Greek religious beliefs were!</p> <p>Children should learn</p> <ul style="list-style-type: none"> <li>to deduce/infer from pictures about Greek belief</li> <li>to compare these beliefs with other cultures eg. Vikings, Egyptians,</li> <li>about Greek Gods and Goddesses</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the words belief and religion – discuss meaning. Introduce Greek ideas about Gods and Goddesses – expound on Mount Olympus and give background detail. Explain that people worshipped Gods for favours on Earth and that the Gods per se had nothing to do with the afterlife.</li> <li>Set task – children to link names and what the God was responsible for to the correct picture of that God by looking at the symbology.</li> <li>Recall class and exchange/feedback on what they have discovered.</li> </ul>	Belief, monotheism, polytheism, Mount Olympus, Acropolis, temple	<ul style="list-style-type: none"> <li>IWB notebook with pictures</li> <li>Wall display of mount Olympus on which to put drawings of Gods/Goddesses</li> <li>Websites of Greek Gods and Goddesses for research</li> </ul>

		<ul style="list-style-type: none"> <li>• Have pictures of Gods/Goddesses to colour and describe for use on display.</li> </ul>		
4	<p>Aim: to learn what made Greek soldiers so powerful!</p> <p>Children should learn</p> <ul style="list-style-type: none"> <li>• To inder information about Greek warfare from pictures and maps</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a map of Greece and surrounding empires. Emphasise the number of potentially hostile empires around them, and the long Greek coastline. Why might they have needed a good army and navy?</li> <li>• Say that we know a reasonable amount about the Greek military from several sources, documentary and from artefacts such as pottery.</li> <li>• Bring up examples of the latter from the board and discuss – what does it tell you about Greek soldiers and ships?</li> <li>• Children to study further examples and produce labelled diagrams of soldiers and ships. – Could divide class into soldier and ship teams to research and report back.</li> <li>• Compare Greek armour and ships with adversaries – how is the Greek equipment better?</li> </ul>	Soldier, empire, armour, trireme	<ul style="list-style-type: none"> <li>• IWB notebook</li> <li>• Pictures of Greek soldiers and ships on pottery and the like</li> <li>• Drawings of Greek soldiers and ships to label and colour</li> <li>• Templates for making Greek trireme for display?</li> </ul>
5	<p>Aim: to learn what happened at the Battle of Marathon!</p> <p>Children should learn</p> <ul style="list-style-type: none"> <li>• The main characters and events of the battle</li> <li>• That events can be interpreted in different ways.</li> <li>• How events in the past have connections to the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Divide class into Spartans and Athenians as per previous lessons.</li> <li>• Refer to previous lesson and relate the story of the battle of Marathon and create a timeline of the main events on the IWB. Teacher to lead story with a Spartan slant on the affair, TA to lead story with Athenian slant.</li> <li>• When explaining it emphasise the different viewpoints of the Athenians and Spartans. Bearing in mind what they know about each city state already and additional information from this lesson, ask each side how do you think they reacted in real life to each event?</li> <li>• Say that history is replete with examples of events described by different sides and that their individual motivations dictate how the story is related to the audience.</li> <li>• Demonstrate use of Photostory 3 to construct a timeline of the events of the Battle using pre-supplied images, with a voiceover that supports either the Athenian or Spartan point of view.</li> <li>• View these at the end of the lesson.</li> </ul>	Marathon, rivalry, Persia, Xerxes, running Athenian viewpoint, Spartan viewpoint	<ul style="list-style-type: none"> <li>• IWB with pictures of battle and timeline as background info.</li> <li>• Access to computer suite/laptops</li> <li>• Photostory 3 or Powerpoint</li> <li>• Photos of battle prepared in a folder for children to use.</li> </ul>

6	<p>Aim: to learn what happened at Greek theatres!</p> <p>Children should learn to</p> <ul style="list-style-type: none"> <li>• Deduce/infer information about Greeks from pictures of buildings and texts</li> <li>• To combine information from different sources</li> <li>• Understand role of theatre in Greek life.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring up map of Acropolis on IWB and identify theatres. Ask who has been to the theatre lately – what have they seen, opinions etc. What has largely replaced the theatre today?</li> <li>• Explain that the theatre was very important to the Greeks for several reasons – entertainment, exchange ideas and for religious ceremonies.</li> <li>• Say we know quite a lot about Greek theatres because some of their plays still exist and that the theatres themselves still exist as well.</li> <li>• Show pictures of typical Greek amphitheatre – what does it look like? What features does it have? Discuss.</li> <li>• Set task. Using information books and/or photocopies from same, and the BBC website, have children research ten key facts about Greek theatre. Record in books.</li> <li>• After they have done this, show them how to colour and build a Greek theatre. On side of theatre, have the list of facts they have found.</li> </ul>	Theatre, ceremony, play, religious, Acropolis	<ul style="list-style-type: none"> <li>• IWB notebook</li> <li>• Information books about Ancient Greeks.</li> <li>• <a href="#">BBC website about Greek theatres</a></li> <li>• templates for 3d Greek theatre</li> <li>• shoe boxes or similar to construct same</li> </ul>
7/8	<p>Aim: to experience a day as an Ancient Greek!</p> <p>Children should learn to</p> <ul style="list-style-type: none"> <li>• put into personal context what they have learned about the Greeks</li> </ul> <p>Also – organise a trip to Cambridge Fitzwilliam museum?</p>	<ul style="list-style-type: none"> <li>• Prior to day, research Greek dress, food, pottery etc</li> <li>• Possible activities – try typical Greek food, plate decoration, Greek philosophy debate, Greek alphabet</li> <li>• Do Olympic games activity – divide children into City states with placards and enact typical events eg discus, javelin etc. Discuss afterwards – what was the prime reason for these games – i.e. training for war.</li> </ul>	Dress, food, olive oil	<ul style="list-style-type: none"> <li>• City state placards</li> <li>• Costume</li> <li>• Olives, feta cheese etc etc</li> <li>• Paper plates for art activity</li> </ul>