



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Summer 1
Class:	Year 3/4
Subject:	History
Key Unit Question:	Who were the Ancient Greeks?
Memorable Experience:	Hancock Museum: Ancient Greece It's all Greek to me! – Durham University Workshop

Vocabulary that will be taught:

Ancient – Belonging to the very distant past

Empire – A group of states or countries ruled by a single person or group

Chronological – in the order in which they occurred

Legacy – Something that is a part of your history or that remains from an earlier time

Philosophy – the art of thinking about life and the world we are in

Significant – important or worthy of attention

Oral – spoken rather than written

Polytheism – belief in more than one god or goddess

National Curriculum Objectives:

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

Rationale:

In this unit, children discover who the Ancient Greeks were and when they existed. For some of these children it will be their first introduction to history outside Britain and certainly of an ancient civilization. The focus of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Some children may be able to make links with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such as continuity and change, similarity and difference, and significance. This topic also allows for primary source work to question validity, bias and perspective, allowing the children to understand that sources can be biased and change depending on viewpoint.

Prior Knowledge:

Children will be able to compare this period of history to those that have been previously studied.

They have been able to discover how human life started, human's first achievements and the growth of civilization which they will be able to develop further through this study of Ancient Greece.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know when and where the Ancient Greeks lived
- I know about important aspect of daily life in Ancient Greece
- I know what life was like for children in Ancient Greece

Disciplinary knowledge:

- I can make a timeline of key events
- I can use historical sources to find out information about the past
- I can begin to evaluation sources and evidence



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Key lesson questions		Activities/Key points
Lesson 1	Who were the Ancient Greeks? - I can find out when and where the Ancient Greeks lived - I can make a timeline of key events - I can use historical sources to infer information about the past	- Start the topic by asking pupils how much they already know about Ancient Greece, taking time to address preconceptions. - Find out more about the Who, Where and When of Ancient Greece. Ask pupils to work in pairs to look at the map of Greece and answer the questions on the sheet. Emphasise that the Ancient Greek civilisation existed for thousands of years! This is a long time, so it is hard to make generalisations about the Ancient Greeks and therefore historians break it up into shorter, distinct time periods. - Explain to pupils that they are going to put into order some of the key events from Ancient Greece. Ask pupils to look at the Ancient Greek time periods listed on the sheet and then colour-code the event cards by highlighting them to match the correct time period. When they have finished, they should cut out the event cards and assemble them onto a blank A4 page in chronological order. Ask pupils to make a key on their new timeline to show which time period each highlighted colour represents.
Lesson 2	What were the Ancient Greek gods known for? - I can find out about the 12 Olympian gods and their associated symbols - I can identify key Ancient Greek gods and goddesses from historical sources	- Explain how the Ancient Greeks believed in lots of different gods and goddesses and that one of the ways that people today know about the Greek gods is through the drawings or sculptures that have survived since Ancient Greek times. Each god or goddess is usually recognisable because they carry their own symbol or special object. - Explain that the Ancient Greeks believed that the gods and goddesses controlled everything. People did not want to live with the consequences of angering the gods and they went to great lengths to keep the gods pleased. Read information about worship and try to draw out comparisons between Ancient Greek worship and any modern day religious practices. - Pupils are going to make a class set of all twelve Olympian gods. Pupils should research information and then they are going to make a large-size poster of their chosen Olympian. - Extension: Stage a balloon debate. After handing out a profile card to each group, ask them to imagine that the assembly of gods are going to vote for one of the twelve to be thrown out of Mount Olympus. Each group must write a speech to persuade the assembly of gods why they should stay, focusing on what benefits they bring to both gods and mortals.
Lesson 3	What happened at the Ancient Greek Olympic Games? - I can explain the importance of the Olympic Games in Ancient Greek culture - I can explore the balance of religious, social and sporting activities at the Ancient Greek Olympics	- Ask children if they remember the most recent Olympic games or whether they can name any of the events or competitors. Explain that the Olympics is one of the major legacies from Ancient Greek times. The modern Olympic Games are based on events that took place thousands of years ago in a part of Ancient Greece called Olympia. Match up the images of Ancient Greek Olympic events with their modern equivalent and also the modern name of the event. - Research about the Ancient Greek Olympic Games. Ask pupils to look at the activities on the top of the sheet and highlight or underline them in three different colours: green for religious activities, pink for sporting activities and yellow for social activities. Then they should design their own 5-day Olympic programme, ensuring a balance of all three categories.



Lesson 4	What were the Ancient Greek philosophers famous for? - I can find out about famous thinkers from Ancient Greece - I can explore key ideas and questions from Ancient Greek philosophy	- Introduce the concept of Ancient Greek philosophers, then introduce the following Ancient Greek philosophers: Socrates, Plato and Aristotle. Emphasise the connection between them and the way in which they built and extended upon each other's ideas. Try to draw out which ideas from Ancient Greek philosophy still shape thinking in key areas of modern life today. - Ask pupils to imagine they are preparing an exhibition for a museum about Ancient Greek philosophers. They should choose one of the key thinkers they have discussed today and fill in the exhibition sheet. - Teach pupils the Horrible Histories song about the Greek philosophers: https://horriblehistoriestv.wordpress.com/were-the-thinkers-song-lyrics/. You may wish to get pupils thinking of their own additional verses about other famous Ancient Greek thinkers.
Lesson 5	Did the events of the Trojan Horse story really happen? - I can draw my own conclusion about the Ancient Greek story of the Trojan Horse - I can evaluate stories from history by examining sources of evidence	- Ask the children to think about how people would remember in the future about something that had happened, especially if nobody had photographed, videoed or even written it down. Explain the importance of oral stories for remembering history, and also how the oral tradition can lead to details in stories being altered. Relate this to the Ancient Greek stories about the Trojan War, which were passed on orally for many years before being written down. - Explain to the pupils that they will listen to one of the most famous stories about the Trojan War. Explain that this is a story designed for entertainment - not as a historical account – but it is still possible that some parts are based on true events. As they hear the story, ask them to think about which parts are likely to be true and which parts are likely to have been changed over years of being passed on orally. - Explain that historians have wondered for a long time which parts of the story might be based on real events. Archaeological evidence has provided some clues that back up the events, but there are still many unanswered questions about the story. Challenge pupils to look at some of the evidence found in relation to the Trojan Horse story and use it to evaluate how likely each part is to be true. - Have a look at some of the reasons that historians have used to explain why stories like the one about the Trojan Horse might not stick to the absolute truth. Ask pupils to rank the reasons from 1-5 in order of most likely to least likely in this case.
Lesson 6	What was daily life like for children in Ancient Greece? - I can explore different areas of daily life for Ancient Greek children - I can find out about popular Ancient Greek toys - I can consider how we can know about what daily life was like so far in the past	- In this lesson, pupils are going to look at four key areas of daily life for Ancient Greek children. Ask pupils to imagine that they can hop back in time to Ancient Greece. Daily life varied depending on a person's age and gender. Each pupil will find out what life might have been like for somebody of the same age and gender as them living in Ancient Greece. - Ask pupils to use their notes and turn them into a day-in- the-life written account or diary entry. - Explain that piecing together an accurate picture of the past from the small bank of surviving historical sources is not easy. Remember – food and clothing tend to decay quickly! Look at historical sources and ask pupils to discuss which of the four key areas each source gives us clues about
Lesson 7	Who were the Ancient Greeks? End of Unit Assessment / Knowledge Harvest	