

Y5

HISTORY



THE ANCIENT GREEKS

Overview:				
Number of lessons: 10 lessons				
R	<p><i>What knowledge and skills should children already have? (Forms pre-lesson AfL)</i></p> <p>Children will have already studied two ancient civilisations in depth: Ancient Rome and the Ancient Egyptians. They should already have a good understanding of what is meant by the term civilisation. Children should also know what types of evidence might be available to historians studying the ancient world.</p>			
A	<p><i>What knowledge and skills will children acquire?</i></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> the context and chronology of the Ancient Greek Civilisation (Iron Age / Mediterranean / City States and Islands) the Greek gods and the importance of religion at the time the Greek myths (King Midas, Perseus & the Minotaur, Theseus and the Minotaur) the legacies of the Ancient Greeks (the alphabet, democracy, medicine, engineering, international sport, myths, philosophy) how historians learn about the Ancient Greeks <p>Children will develop skills in:-</p> <ul style="list-style-type: none"> Interpreting the past Using evidence Organising and communicating historical arguments <p>Knowledge: Children will be able to answer the following questions.</p> <ul style="list-style-type: none"> Why do we study the Ancient Greeks? What do we mean by civilisation? What were the legacies of the Ancient Greeks? Are any more important than others? How do we know about the Ancient Greeks? What do you think should be done with the Elgin Marbles? <p>National Curriculum Link</p> <p>Children should study:-</p> <ul style="list-style-type: none"> ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world 			
D	<p><i>How will teachers facilitate children to develop their skills / knowledge?</i></p> <p>Children will acquire hinterland knowledge throughout their study of the Ancient Greeks. As the children learn about each legacy, teachers should facilitate linking this knowledge to develop an understanding about life in Ancient Greece.</p>			
A	<p><i>How will children apply their knowledge / skills?</i></p> <p>Written outcome: What were the legacies of the Ancient Greeks? Spoken outcome: Children will debate what should be done with the Elgin Marbles.</p>			
R	<p><i>Notes around what children need to remember.</i></p> <p>Children should be able to place the Ancient Greeks on a timeline. Children should be able to say what is meant by the term civilisation. Children should know that the Greek religion was polytheistic and that people thought the gods interfered in their lives which is why they gave offerings. They should remember some of the gods and their areas of influence. Children should be able to recount at least one myth (at a basic level) Children should be able to remember most of the legacies of the Ancient Greeks and provide some detail for some of them.</p>			
R – Ready	A – Acquire knowledge and skills	D – Develop knowledge	A – Apply knowledge	R - Remember
Detective	Instructor	Facilitator	Mentor	Coach

Coverage within this unit

<p>Hillfort Specific</p>	<p>Embody the school's values Kindness, resilience, challenge, courage, aspiration</p>		<p>Cultural isolation Embracing multiculturalism and fighting the corrosive effects of intolerance.</p>	<p>Closing the vocabulary gap Plan for reading to improve tier 2 words</p>	
<p>Historical Concepts</p>	<p>Chronology and time When and for how long?</p>	<p>Context: Local – National - Global Where – was it the same everywhere? What else was happening at the time? What was it like at that time?</p>	<p>Evidence How do we know? How sure can we be?</p>	<p>Historical concepts Legacy</p>	<p>Understand abstract historical terms Civilisation Legacy Sacrifice Polytheistic</p>
<p>Historical Skills - enquiry</p>	<p>Using sources Think critically: Weigh evidence, sift arguments,</p>		<p>Interpreting the past Make connections Draw contrasts develop perspective and judgement, understand the complexity of people's lives analyse trends, frame historically-valid questions</p>		<p>Organisation and communication Create their own structured accounts, including written narratives and analyses Understand historical task words (Note 2)</p>

Overview of lessons

1	Context: Greece now and then – Timeline & Place Recap understanding of the term civilisation. What do we mean by legacy? (alphabet)
2	What was Ancient Greece like? City States, Gods and religion
3	How do we know about the Ancient Greeks? Artefacts, archaeology and written history. Extension of knowledge about the gods.
4, 5 & 6	What were the legacies of the Greeks? Myths: King Midas; Theseus and the Minotaur; Perseus and Medusa
7	What were the legacies of the Greeks? Democracy
8	What were the legacies of the Greeks? Medicine
9	What were the legacies of the Greeks? Philosophy
10	What were the legacies of the Greeks? Engineering - Archimedes
11	What were the legacies of the Greeks? The Olympics
12	Assessment and apply: What was the most important legacy of the Ancient Greek Civilisation?
13 & 14	Elgin Marbles debate

Lesson 1: Introduction and context

Overview: In this lesson, children learn the context of the Ancient Greek Culture and why it is important and interesting to study.

New key vocabulary: architecture, legacy

Revisiting old vocabulary – civilisation, hieroglyphics, conquered

Recap: Other ancient cultures include Ancient Egypt and Ancient Rome

Acquire knowledge & skills:

Children begin to learn the basics about Ancient Greek – chronology and context. **See Powerpoint lesson 1.**

Task:

Stick in topic marker

Stick in and navigate map and timeline (children will refer back to these during the unit).

End of unit assessment – tick or fix.

Resources:

Topic marker

POWERPOINT – lesson 1

Map for children to stick in

Timeline for children to stick in

Assess:

Where is Greece?

When was the Ancient Greek Civilisation?

What do we mean by civilisation?

What was one legacy of the Ancient Greeks?

Notes to teacher:

Ensure you look at the assessment before you deliver the powerpoint.

Lesson 2: What was Ancient Greece like?

Overview: In this lesson, children look at a map of Ancient Greece and begin to become familiar with some key places. They briefly compare Ancient Greece to Britain's Iron Age. Following that, they begin to understand the importance of religion to the Ancient Greeks and their daily lives.

New key vocabulary: polytheistic, mortals, immortals, sacrifice, sphere of influence, ritual, libation

Recap:

Revisit assessment from lesson 1.

Acquire knowledge & skills:

Key Concept: National vs Global

Children compare Iron Age Britain to Athens (YouTube animation)

Key knowledge

During this lesson children will learn about ancient Greek religion.

1. It was a polytheistic religion – many gods
2. Gods and goddesses had different spheres of influence (explain what this means)
3. Gods and goddesses interfere in the lives of mortals
4. Greeks tried to stay in favour with the gods in a number of ways including
 - a. Attending rituals and ceremonies
 - b. Attending festivals and parades

c. Giving offerings (including sacrificing animals – which they then ate)

Develop

Facilitate children's understanding of how advanced the Greeks were in comparison to Britain at the same time.

Task:

What are the important things we need to know about the Greek Gods (this will become a DIN task)

This task could be differentiated for SEN learners as a matching activity.

Resources:

Lesson 2 – powerpoint

Task sheet – tick or fix

Assess:

Use task as assessment.

Notes to teacher:

Ensure children take in the difference between Britain and Greece during the same historical period.

Don't pause too long to discuss specific gods – this will be covered in the next lesson.

Lesson 3: How do we know about the Ancient Greeks? Artefacts, archaeology and written history.

Overview: In this lesson, children start by looking at the evidence we do have and the evidence we don't have as historians studying Ancient Greece. Once they have established how we know so much about the gods, we extend our knowledge of specific gods and their areas of influence.

New key vocabulary: primary evidence, shines, depicted, amphorae, sacred spring, oracle

Revisit vocab - artefact

Recap:

Revisit task from lesson 2 (and lesson 1 if deemed necessary)

Acquire knowledge & skills:

Key Concept: Evidence – how do we know about the Ancient Greeks? What is primary evidence?

Key Concept: Interpreting the past – put yourself in their shoes: what would it have been like to live with Greek religion?

Key knowledge

During this lesson children learn about the six most popular gods and goddesses (see powerpoint).

Zeus

Hera

Apollo

Artemis

Demeter

Athena

The head of the household would make daily offerings to the hearth but they would also worship at other times. Some of these were part of a religious or state calendar – such as ceremony or festival. They would also make offerings at particularly important times of their life such as before going to war, before a wedding, before an important business meeting.

Develop knowledge & skills:

In the powerpoint, there are a couple of 'Imagine tasks'. These are important as children should be encouraged to put themselves into historical situations.

The conclusion also requires children to really think about what it meant to be an Ancient Greek. Every part of their lives was affected by religion. **This will be a question used in pupil conferencing.**
There would be daily offerings in various places in the house every day.
There was a full calendar of events to the various gods which they would attend.
At every important decision, they would make an offering to gods – whenever it was important that something went well. Somebody has a cold – offering to a god; Important meeting – offering to a god; planting seeds – offering to a god; argued with somebody – offering to a god; something good has happened – offering to thank a god; something bad had happened – offering to appease a god.

Task:

Task (end lesson) – children stick in pictures of the 6 most popular gods/goddesses and name them with their area of influence. Depending on time, this could be done as a label e.g.

God Zeus

Chief God

Home, property, weather and justice

Or if you have more time, could be done as a short paragraph. Eg

This is the goddess Hera who was Zeus' wife. She was incredibly important to women and was worshipped all over Greece.

This task could be differentiated for SEN learners as a matching activity.

Resources:

Lesson 2 – powerpoint

Task 1: Lesson 2 recap gods (word document)

Task 2: Lesson 2 pictures of gods for task

Assess: Have children really understand the level of belief in the gods. Religion had a huge impact in the day-to-day life of the Greeks? (See the develop part of the conclusion)

Notes to teacher:

Covering religion and the gods in one lesson is a lot. For this reason, we do not cover the gods' epithets.

Later in the unit, children will learn more about the what the gods did – especially when they study the myths.

Lesson 4: Greek Myths (1 of 3) with a message

Overview: In this lesson, children learn about the relevance of Greek Myths to today.

New key vocabulary:

Recap: Recap Gods from last week.

Acquire knowledge & skills:

Children listen to the story of King Midas.

Develop knowledge & skills:

What is the message from this story?

How did the gods interfere in the lives of mortals?

Task:

Verbally recount the story (use drama if appropriate)

Resources:

Look back at Gods task in children's book.

Orchard Book of Greek Myths

Assess:

Assess at end of next lesson.

Notes to teacher:

King Midas - at a basic level the message is be careful what you wish for, but focus more on not promoting material things above the things we need for life or those we love.

Eg

Don't buy a new playstation game if that means you can't afford to pay your rent or buy food.

Don't think that having something is more important than the people you love.

Lesson 5 & 6: Greek Myths – heroes and monsters

Overview: In these lessons, children are introduced to the stories of Greek monsters and heroes

New key vocabulary:

Recap: Recap Gods from last week.

Acquire knowledge & skills:

Children listen to the story of Perseus and the Gorgon – it will take 20-10 mins to read it aloud.

Children listen to the story of Theseus and the Minotaur – it's much shorter.

Develop knowledge & skills:

Which hero do you like most?

How can we apply what we know about the gods interfering in the lives of mortals from these stories?

Apply knowledge:

Children may retell a Greek Myth (within English)

Task:

Discussion of the two myths. Which myth has the most pertinent message for today?

Children create a comic strip of their favourite bit of one of the myths.

Resources:

Look back at Gods task in children's book.

Orchard Book of Greek Myths

Assess:

Do children understand that these stories, first told thousands of years ago, are still retold today and still grab our imagination. i.e They are a LEGACY of the Ancient Greeks.

Percy Jackson, etc

Notes to teacher:

Lesson 7: What were the legacies of the Greeks? Democracy

Overview: In this lesson, children learn about early democracy by comparing Sparta and Athens

New key vocabulary:

Recap:

What do we mean by democracy

Acquire knowledge & skills:

Children learn about democracy in Athens vs Sparta.

(Sparta – Whole Class Reading Text)

Develop knowledge and skills

Children discuss whether Athens should be applauded for having any form of democracy or castigated for not allowing women to vote.

Task:

Children answer the following questions...

Write a paragraph about democracy in Athens. Try to include the following...

How was Athens governed differently to Sparta?

Was Athens' system fair?

Was Athens' system better than Sparta's?

What was most important about the way Athens was governed from a historians point of view?

SEND children could record answers verbally.

Resources:

Powerpoint

WCR text - Sparta

Assess:

Notes to teacher:

Lesson 8: What were the legacies of the Greeks? Medicine

Overview: In this lesson, children learn about medicine and the work of Hippocrates

New key vocabulary:

Recap:

Recap the section on religion from the knowledge organiser.

Acquire knowledge & skills:

Linking back to the recap, children learn that many people blamed the gods if they were unwell and gave offerings in the hope for regaining or keeping their health.

Children learn that Hippocrates formulated rules for doctors some of which we still use today...

1. A doctor must give medicine only to heal, not to harm.
2. Patient confidentiality – a doctor doesn't share private information about a patient.
3. A patient's wellbeing should be put before their ability to pay.
4. A doctor studies for a lifetime and teaches other doctors.

Children learn that doctors take the Hippocratic Oath today and that not all countries benefit from the free health care that we have today. (Refer to British Values)

Develop knowledge and skills

This will happen in lesson 12, when children debate which of the Ancient Greek legacies was most significant.

Task:

Children record the four rules for doctors.

Resources:

Powerpoint

Task – picture of Hippocrates

Assess:

Do children understand the importance of Hippocrates' work and how medicine may look different today if it were not for the Hippocratic Oath.

Notes to teacher:

Important to refer to British Values.

Lesson 9: What were the legacies of the Greeks? Philosophy

Overview: In this lesson, children continue to learn about the legacy of the Ancient Greek by looking at key figures.

New key vocabulary: Ethics, morals/morality, shades of grey

Recap:

Evidence – how do we know about the Greeks
List the Greek Legacies we have learnt about so far.

Acquire knowledge & skills:

Children learn what philosophy is and the difference between a philosophical question and just a question.
Children learn that Socrates is known as the father of Western Philosophy and that he made people think more deeply about by asking them questions.

Develop knowledge and skills

Children have a go at philosophical thinking.

Task:

Children write example of philosophical questions

Resources:

Powerpoint

Assess:

Do children understand the importance of thinking deeply about rights and wrongs, and that it is right to view the context of an issue.

Notes to teacher:

This is a complex concept for children to understand and there is a danger of them not rating it as high as should go in lesson 12 because they don't understand it.

Lesson 10: What were the legacies of the Greeks? Engineering

Overview: In this lesson, children continue to learn about the legacy of the Ancient Greek by looking at engineering and the work of Archimedes.

New key vocabulary:

Recap: myths – can they remember the main characters?

Acquire knowledge & skills:

Children learn about 3 key inventions of Archimedes

1. The Compound Pulley
2. Archimedes Screw
3. The Claw

Develop knowledge and skills

Children watch short videos of these three inventions in action.

Task:

Children write a sentence about each invention.

Resources:

Powerpoint
Pictures of inventions
Video clips.

Assess:

Do children understand the importance of Archimedes' work?

Notes to teacher:

Lesson 11: What were the legacies of the Greeks? International Sport

Overview: In this lesson, children continue to learn about the legacy of the Ancient Greek by looking at the birth of the Olympics.

New key vocabulary:

Recap:

Fun quiz! Ensure children know about the modern Olympics.

Acquire knowledge & skills:

Children use CGP books to research the origins of the Olympics (P18-19)

Develop knowledge and skills

Discuss whether the original Olympics bear any resemblance to today's?

Encourage children to understand that, although the original Olympics don't really match the modern Olympics, there is still a legacy from them. The Greeks were the first civilisation to compete with other city states and islands on an annual / four-yearly cycle. The winners were those who were best – and not just those who belonged to the host city/island. The awards were not of monetary value, but of status and prestige.

Without the Greeks, would we have any international sport?

Task:

Children make notes on the birth of the Olympics from the CGP book.(3,2,1)

Resources:

Powerpoint
CGP – Ancient Greeks

Assess:

Do children understand that Fair International Sport was a legacy of the Ancient Greeks.

Notes to teacher:

Refer to school values when discussing how people trained for the Olympics.

Lesson 12: What was the most important legacy of the Ancient Greeks?

Overview: In this lesson, by trying to rank the legacies in order of significance, children develop their understanding of how important the Ancient Greeks were to us today.

New key vocabulary: debate, plunder

Recap:

Recap the legacies of the Ancient Greeks – children can look back in their books for detail.

Acquire knowledge & skills:

Teacher supports children to apply 'significance' to each of the legacies, asking what would life be like now if the Ancient Greeks hadn't have...

Develop knowledge and skills

Children debate in small groups, and then feed back to the whole class. (Consider each group sending an ambassador mid way through). Encourage use of sentence "At first I thought...but now I think..."

Apply knowledge and skills

See task

Task:

Children record how they would rank the legacies and write why they have put the top one top and the bottom one, bottom. They should use the word 'significance'.

Resources:

Powerpoint

Assess:

To what extent can children justify their choices – do they really understand the concepts of 'legacy' and 'significance'?

Notes to teacher:

Explain to children that there are no right or wrong answers.

Lesson 13 & 14: The Elgin Marbles debate

Overview: In this lesson, children will learn about debate surrounding the Elgin marbles and whether they should be returned to Greece or kept in the British Museum.

New key vocabulary: debate, plunder

Recap:

Recap the vocabulary from the previous lesson.

Acquire knowledge & skills:

Children learn what the Elgin Marbles are and where they are from. (Ensure children understand that the site is called the Acropolis, the building is the Parthenon.)

Children learn about the debate.

They watch a video which gives both sides of the debate.

https://www.youtube.com/watch?v=q_anSjKpIM

Develop knowledge and skills

Children sum up the debate with the help of their teacher.

They then vote on what they believe. They will have three votes each. (They could vote all 3 votes one way, or split them 1:2 to represent shades of grey)

Apply knowledge and skills

Children write to what extent they agreed with the class' decision.

Task:

After the vote, children stick the whole class result into their books.

They then write whether they agree with the class' decision. If the vote is close, they could also comment on that.

Stretch for HA – Was Elgin right to take them in the first place? Would it be OK to do that today? Does that mean it wasn't OK to do it then?

Resources:

Powerpoint

Task sheet – vote result sheet

Assess:

Two slides – the first is more basic around what the marbles are.

The second one might reveal HA children.

Notes to teacher:

SEND children may need support with the writing element. They could tick or cross the arguments in the table above the voting form.

Chronology



1. Writing - Latin
2. Artefacts - statues, vases, amphora, jewellery etc
3. Archaeology

Evidence

1. Alphabet
2. Myths
3. Democracy
4. Medicine
5. Philosophy
6. Engineering
7. International sport

Legacies

Ancient Greeks

1. Polytheistic - many Gods (Zeus, Hera, Poseidon, Hades, Athena, Demeter, Dionysus etc)
2. Gods had areas of influence eg love
3. Gods interfered in the lives of mortals.
4. Mortals tried to stay on the gods' good side - rituals, ceremonies, offerings (sacrifices & libations), festivals

Religion

Myths

1. King Midas - golden touch
2. Perseus and Medusa - snake hair / turn to stone
3. Theseus and the Minotaur - maze

Elgin Marbles

Marble carvings from the Parthenon, bought when Turkey occupied Greece. Now in the British Museum. Greece wants them back.