

<u>Curriculum Rationale</u>	Curriculum Big Question: <i>What have the Ancient Greeks achieved?</i>	Targeted phase: LKS2 (3/4)
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What prior knowledge needs to be used? - Background knowledge of chronology from prior units. An understanding of the language used to show passing of time and an awareness that knowledge of the past comes from sources that are analysed and interpreted. The ability to identify similarities and differences between the past and present.	Curriculum Content	
	Chronology	Communicating History
About the Unit	Pupils place the Ancient Greeks in time, discussing their chronology on a timeline in relation to other time periods. Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils identify the influence the Ancient Greeks have had on modern day life..	Use historical terms and vocabulary (<i>including tier 2 vocabulary and tier 3 vocabulary</i>). Ask and answer questions. Construct arguments and reach conclusions.
What knowledge and procedures need to be learnt by the end point? Pupils will have an understanding of who the Ancient Greeks were and the new ideas and inventions they brought to civilisation at the time. They will understand aspects of Ancient Greek life including their beliefs. They will understand the significance of certain individuals and their impact. Pupils will discover that the Ancient Greeks were responsible for many important cultural/social aspects and events that are still significant in present time (olympic games, democracy etc...) Pupils will have analysed a range of sources and evidence from the time as a way of investigating the past and will be able to ask and answer questions and construct arguments. Ultimately they will reach a conclusion about all of the things the Ancient Greeks achieved and how they have influenced modern day life. Why are these important? It is important that the children will understand the prevalence of ancient civilisations and be able to make links between the Ancient Greeks and present day life. They will recognise the huge impact that the Ancient Greeks have had and their influence on sport, democracy, theatre, writing and scientific discoveries and inventions. They will develop source analysis skills and the ability to both ask and answer questions about the past. Which threshold concepts need to be emphasised? <ul style="list-style-type: none"> ● Chronology ● Communicating history ● Investigating the past ● Thinking like a historian How will you assess if the knowledge and procedures have been secured? <ul style="list-style-type: none"> ● Recap each lesson (3 questions - 3 minutes) ● Understanding and use of historical techniques throughout unit ● Assessment piece at the end of the unit which will link all aspects taught. How will this create readiness for subsequent units? <ul style="list-style-type: none"> ● Reinforces understanding of chronology and gaining a deepening understanding of how periods of time interlink and fit together. ● Deepens understanding of the importance of 'sources' and historical enquiry for painting a picture of the past. 	Investigating the past	Thinking like a historian
	Interpretation of evidence through analysis of historical sources from the time. Making inferences from sources about what they tell us about the past. Conduct historical enquiry about the reliability of sources.	Change and continuity - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about? Cause and consequence - what were the causes of events in the past and their effects? Significance - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?
Wider Curriculum Links:		
	Career: Historian, researcher, teacher, archaeologist.	PSHE: Discussion around immigration and prevalence of this today. Children given the opportunity to have discussions and construct arguments, giving their own opinions.

<ul style="list-style-type: none"> • Embeds the use of historical vocabulary and terminology within explanations. • Deepens understanding of the comparisons/ links that can be made between different historical eras. 	British Values: Democracy	Virtues: Pupils gain an understanding and appreciation of the past and how it has shaped life today, helping pupils make sense of the present.
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<u>Sequential components of learning</u>	Session 1: Ancient Greek life - What do we know and how do we know about it?	Session 2: Greek gods	Session 3: Olympic games	Session 4: Greeks at war	Session 5: Democracy	Session 6: Thinkers and Inventors	Assessment task: <i>What have the Ancient Greeks achieved?</i>
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
Ancient Greek life <ul style="list-style-type: none"> • Society • Beliefs 	<p>Big Q: How do we know about the Ancient Greeks</p> <ul style="list-style-type: none"> ➤ Chronology - examine Ancient Greece's place on a timeline in relation to other key time periods ➤ Communicating history - using phrases such as "years ago, a long time ago, decades ago, in AD/BC". - using historical terms and vocabulary to answer the Big Q. ➤ Investigating the past - source analysis and enquiry ➤ Thinking like a historian - explaining how we know about life in Ancient Greece using words such as 'primary source' and 'secondary source' 	<p><i>Do we know anything about the Ancient Greeks? Who do we think they might be?(make reference to the Ancient Egyptians if already studied)</i></p> <p>Provide chn with timeline of historical periods they have previously covered e.g. Ancient Egyptians, Mayans, Vikings etc.(each school to adapt the timeline depending on units already covered) Ask chn where they think the Ancient Greeks would fall on this timeline?</p> <p>As a class, discuss what sources are. Can they think of any examples? The sources we will look at today will tell us about the Greeks and how they lived.</p> <p>Main activity: Chn are provided with a range of primary and secondary sources including artefacts and pictures to explore. Chn will complete a source analysis grid noting down facts (what they know to be true), inferences (what they can deduce about its purpose, value and production) and puzzles (what they would like to find out) relating to each of the sources they interpret. Class discussion to follow.</p> <p>Written task: Pupils answer key Q- <i>How do we know about the Ancient Greeks?</i> Pupils should make reference to what they can learn about the Ancient Greeks from sources which relate to aspects of Greek daily life such as clothing, women and men's roles, homes etc.</p> <p>To stretch - chn will make comparisons between these aspects of Greek life and those of other ancient civilizations e.g. Egyptians, Romans.</p>	<p>Timeline of historical events/periods with key dates.</p> <p>Artefact box</p> <p>A variety of sources for children to analyse and interpret.</p> <p>Inference frames.</p>

<p>Ancient Greek beliefs (Greek gods)</p> <ul style="list-style-type: none"> • Society • Beliefs 	<p>Big Q: What were the beliefs of the Ancient Greeks?</p> <ul style="list-style-type: none"> ➤ Chronology - Recapping when the Ancient Greeks lived ➤ Communicating history - describing and explaining the significance of a god or goddess to the Ancient Greeks. <ul style="list-style-type: none"> - Selecting and presenting information about the beliefs of the Ancient Greeks ➤ Investigating the past - source analysis (about the gods using ipads) and enquiry ➤ Thinking like a historian - discovering similarities/differences between the beliefs of the Ancient Greeks and present day society. 	<p><i>What do we know about beliefs that people have. How many gods do we worship? Does everyone worship one god?</i></p> <p>Explain to pupils that religious beliefs were central to people’s lives in Ancient Greece and that the Greeks believed that the gods controlled the world so they worshipped them and endeavoured to keep them happy. Explain that the Greeks worshipped many gods and goddesses for several different reasons.</p> <p>Watch video : https://www.youtube.com/watch?v=eJcm8W5RZes</p> <p>Discuss similarities/ differences with gods from other religions.</p> <p>Main Activity: Pupils will be given a choice of 6 of the Gods of Olympus (Aphrodite, Ares, Apollo, Zeus, Hera and Posiedon) from which they will choose 1 to research and create a fact file about.</p> <p>On ipads/ computers, pupils will be given the opportunity to research their chosen god/goddess and create a fact file which will be added to their books.</p> <p>Written task Pupils will create a written fact file about their chosen god. They should structure their fact file using headings, bullet points, text boxes and images to provide as much information about their chosen god/goddess as possible. Pupils will be given the opportunity to present their factfile to the class.</p>	<p>Ipads/ computers</p>
<p>The Olympic games</p> <ul style="list-style-type: none"> • Society • Beliefs • Power 	<p>Big Q: Why are the Olympics called the olympics?</p> <ul style="list-style-type: none"> ➤ Chronology - relay their understanding of chronology by placing the first Ancient Olympics and the upcoming Modern Olympic games in time. They talk about the prevalence of the games occurring every 4 years and how the Ancient Olympic games were revived in 1896. ➤ Communicating history - use of historical terms and vocabulary. ➤ Investigating the past - source analysis and enquiry 	<p><i>Have you heard the word ‘Olympics’ anywhere else in this unit? (refer back to the previous lesson and where the Ancient Greek gods originated) What might this tell you?</i></p> <p>Ask pupils to guess the connection between the 3 words ‘Athlete’, ‘Nike’ and ‘Stadium’. The connection is the Ancient Greek Olympics. Discuss the derivation of each word.</p> <p>Watch the video: https://www.youtube.com/watch?v=mQ94xbXnYu4 Explain the beginning of the Ancient Olympics, what happened to them under the Romans and the revival in 1896.</p> <p>Explain that although much of the evidence at Olympia was destroyed, it is possible to piece together what happened at the Ancient Olympics using contemporary pottery, coinage, statues and literary sources.</p> <p>Model analysis of the evidence (image of the figurine of an athlete) on an inference frame - drawing out facts and making inferences about what the evidence tells us.</p> <p>Activity 1: Pupils complete their own individual inference frame in their books using a primary source image. LA pupils to be given prompt Qs to draw out facts</p>	<p>Inference frames for books with source image of athlete attached.</p> <p>Statements re. Modern and Ancient Olympic games to sort on venn diagrams.</p>

	<p>➤ Thinking like a historian - consider the changes and continuity between the Ancient and modern Olympics.</p>	<p>and inferences. Discuss interpretations of the evidence.</p> <p>Activity 2: Pupils to be provided with a set of statements relating to the Ancient and Modern Olympic games. In table groups pupils place statements on to a venn diagram to indicate similarities and differences. Discuss as a class.</p> <p>Written task: Pupils to produce a newsletter to inform children about the upcoming Olympic games. Pupils should focus on how the games have evolved over time, paying particular attention to the similarities and differences between the current modern Olympic games and the Ancient Olympics.</p>	
<p>Greeks at war</p> <ul style="list-style-type: none"> ● Society ● Beliefs ● Power ● Conflict 	<p><i>Big Q: Alexander, was he the greatest greek ever?</i></p> <p>➤ Chronology - understand key dates in Alexander the Great's life and sequencing them on a timeline</p> <p>➤ Communicating history - use of historical terms and vocabulary.</p> <p>➤ Investigating the past - source analysis and enquiry</p> <p>➤ Thinking like a historian - Considering the significance of the events in Alexander's life that lead to him becoming the greatest leader of all time.</p>	<p><i>What qualities do we think a great leader would have? Who was the greatest leader of all time?</i></p> <p>Children to be given an image of Alexander the Great. They are to work as a table to see what inferences they can make about him. Discuss as a class.</p> <p>Watch Horrible histories video to learn more about Alexander the Great. https://www.youtube.com/watch?v=RP0e_rmDKS8</p> <p>Activity 1: Each table will be given an envelope of facts about him. They will work together to sequence them chronologically on an enlarged timeline, learning about the main events in his life. Class discussion to follow r.e. which of these life events are most significant.</p> <p>Children will use a timeline to complete their own version in their books. As a class, discuss the significant events in Alexander's life, explain that we are going to write an obituary for him detailing all of his achievements.</p> <p>Activity 2: Read through a military obituary in order to gain an understanding of the style in which it is written as well as the information included.</p> <p>Written task: Children to write their own obituary for Alexander the Great considering the significance of the events in Alexander's life that lead to him becoming the greatest leader of all time.</p> <p>They will be asked to share examples at the end of the lesson.</p>	<p>Timeline templates</p> <p>Obituary to read as an example</p>
<p>Ancient Greek democracy</p> <ul style="list-style-type: none"> ● Beliefs ● Society 	<p><i>Big Q: Who made the rules?</i></p> <p>➤ Chronology - make reference to key dates on timeline relating to the origins of democracy.</p>	<p><i>How do we decide the rules?</i></p> <p>Begin the lesson by providing a treat for only the girls in the class and see what the reaction is like when fairness is questioned.</p> <p>Discuss how as a country we strive to treat everybody equally and how we devise and regulate rules and laws. Introduce the concept of <i>democracy</i> - how would chn</p>	<p>Voting slips and ballot box.</p>

<ul style="list-style-type: none"> ● Power 	<ul style="list-style-type: none"> ➤ Communicating history - use of historical terms and vocabulary. ➤ Investigating the past - source analysis and enquiry ➤ Thinking like a historian - make a two-sided argument supporting and challenging evidence to back up their rationale. 	<p>define it? Talk about democracy in Britain today and the fact that all men and women over the age of 18 have the right to vote. Children to help fill in the missing words on the slide show. Watch video: https://www.youtube.com/watch?v=LX1UI0oX9DY</p> <p>Explain that there are two types of democracy in Ancient Athens: the assembly and the council. Discuss who had the right to vote and why democracy was so important in Ancient Greece.</p> <p>Explain to the class that we are going to hold a general election to elect a class leader, who will make important decisions for the class. E.g. this person will decide what our next end of term treat will be.</p> <p>Explain that in line with Greek democracy, only boys will be allowed to stand for election. To be chosen, they must write a manifesto about why they would be the best class leader. During this time, the girls will write whether they think this is fair/unfair and whether or not they should be given the chance to run for election.</p> <p>Once the boys have delivered their manifestos, allow the class the opportunity to vote for who they think deserves to be class leader. However, only the boys' votes will be collected and taken into account. Announce the winner of the vote and discuss.</p> <p>Ask chn: 'Was Greek democracy fair?' 'What were the good things about it?' and 'Is there anything you don't agree with?'</p> <p>Written task: Chn answer key Qs in books: <i>How has democracy evolved since the time of the Ancient Greeks?</i></p> <p>Pupils should consider how women now have the right to vote and stand for election. They should also consider how the way our country is run can be traced back to Athens in the 5th Century BC.</p>	
<p>Ancient Greek Thinkers and Inventors</p> <ul style="list-style-type: none"> ● Beliefs ● Society 	<p><i>Big Q: What have the Greeks done for the world?</i></p> <ul style="list-style-type: none"> ➤ Chronology - make reference to key dates on timeline relating to Greek inventions and discoveries. ➤ Communicating history - use of historical terms and vocabulary. 	<p>Carousel activity including 5 key areas:</p> <ul style="list-style-type: none"> ● Alphabet ● Theatre ● Architecture ● Medicine ● Scientific discoveries <p>https://lessonworksheets.com/concept/the-greek-thinkers</p> <p>At each station pupils will complete a variety of different activities.</p>	<p>Facts about Greek alphabet.</p> <p>Information about the Greek origins of words.</p> <p>Dictionaries/ipads.</p> <p>Extract about Greek inventors.</p>

	<p>➤ Investigating the past - Interpretation of evidence through source analysis. Discussion re. the reliability of sources.</p> <p>➤ Thinking like a historian - consider the significance of several Greek inventions and their legacy in the world today.</p>	<p>Suggested activities:</p> <p>Alphabet - pupils to be provided with a range of facts about the Greek alphabet which they will use to answer a series of Qs on a quiz style sheet (e.g. which two letter names does the word alphabet come from?)</p> <p>Pupils given information about Greek prefixes and suffixes e.g. ‘bio’ and ‘anti’. Pupils to use dictionaries/ipads to see how many more words that we use today originate from ancient Greece e.g. ‘biology’.</p> <p>Scientific discoveries - Pupils to read extract and match the Greek scientist with their invention. E.g. Archimedes and Democritus.</p> <p>Theatre - Pupils given two envelopes containing the start and end of statements related to the theatre. E.g. ‘The two types of Ancient Greek play are...’ and ‘tragedies and comedies.’ ‘All of the actors in Ancient Greek theatre were...’ and ‘men’.</p> <p>As a group pupils to sort and match the two parts of the statements together to create a series of facts which will give them an insight into Ancient Greek theatre.</p> <p>Architecture - Pupils given an image of a Greek piece of architecture e.g stadia, gymnasia, temples i.e. the Temple of Hephaestus which will be annotated with key features.</p> <p>Pupils to sort an array of images of various pieces of architecture found around the world into those that have been inspired by Greek architecture and those that have not. Pupils also annotate the images of the buildings with the features that make them appear Greek e.g. lightly decorated Ionic columns.</p> <p>Medicine - Pupils to read extract about medicine in Ancient Greece and answer comprehension questions. E.g. ‘Who was the God of healing?’ ‘Why did people think visiting a temple dedicated to him could heal him?’</p> <p>Pupils will complete an Ancient Greek quiz based on all of the areas they have covered.</p>	<p>Inventors and inventions matching activity.</p> <p>Envelopes containing statements about theatre.</p> <p>Image of Greek temple with annotations.</p> <p>Images of a variety of worldwide architecture for children to sort and annotate.</p> <p>Reading comprehension extract and questions about medicine in Ancient Greece.</p> <p>Quiz to assess knowledge of all areas covered.</p>
<p>Assessment task</p> <ul style="list-style-type: none"> ● Society ● Beliefs ● Power 	<p>Children answer the overarching big Q: <i>What have the Ancient Greeks achieved?</i></p> <p>➤ Chronology - make reference to key dates on timeline relating to key events which took place during the</p>	<p>Knowledge retrieval - Children to complete a quiz-style knowledge test to assess knowledge gained throughout the whole unit of work (approx 15 Qs)</p> <p>Discussion of correct answers will provide a recap of the main points covered in all previous lessons. Support pupils in building a picture of what life was like for the Anglo Saxons during their time in England.</p>	<p>Assessment quiz questions</p> <p>Chronology task (differentiated)</p> <p>Word banks to support</p> <p>Writing frames as scaffold.</p>

	<p>Ancient Greek period.</p> <ul style="list-style-type: none"> ➤ Communicating history - use of historical terms and vocabulary. ➤ Investigating the past - Interpretation of evidence through source analysis. ➤ Thinking like a historian - <i>*Change and continuity</i> - recognising the changes that occurred in the lives of Ancient Greeks and how this has had an impact on modern day society 	<p>Chronology task - Children complete a chronology task similar to that used at the outset of the unit, finding the Anglo Saxons' place in time, relevant to other periods. LA: Children order historical eras by their given dates. HA: Children create their own timeline, using their own knowledge of historical periods and events.</p> <p>Alternatively children could order events during the Anglo Saxon and Viking period covered throughout this unit of work. Again this can be differentiated to ability as above</p> <p>Extended writing task Children will draw on their prior learning to answer the overarching big Q: <i>What have the Ancient Greeks achieved?</i></p> <p>This piece of writing will showcase pupils' understanding of the significance of key events, people and places and their impact on life for the Ancient Greeks. It will consolidate all prior learning and demonstrate understanding of the legacy of the Ancient Greek civilisation and its relevance in modern day life.</p> <p>Pupils could reference:</p> <ul style="list-style-type: none"> ● The role of women ● The Olympic games ● Democracy ● Language ● Scientific discoveries ● Medicine ● Architecture ● Theatre 	
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