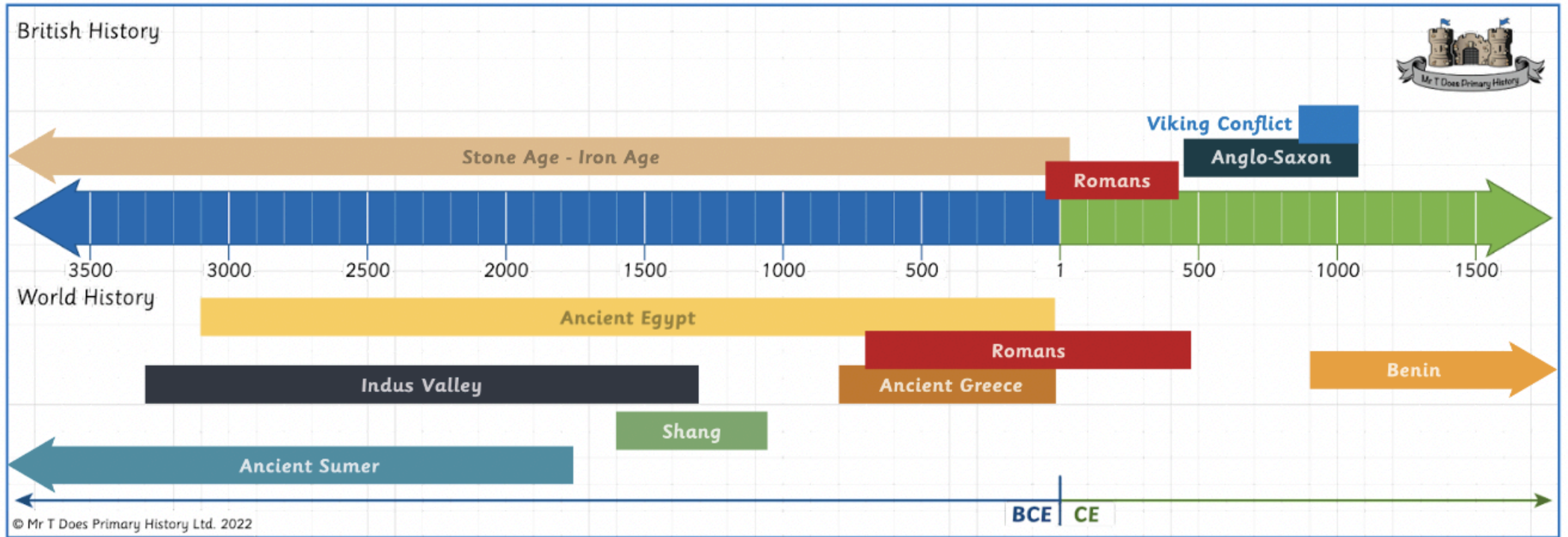




Context					
Unit	Ancient Greece				
Assessment	Describe two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>The study of Ancient Greece is a statutory, national curriculum requirement, which states that pupils in key stage 2 should complete “a study of Greek life and achievements and their influence on the western world.” The substantive concepts (big ideas) covered in this unit are Power, Conflict and Society. The first lesson asks, ‘What do we know about ancient Greece?’, and aims to give a broad overview of the period. A timeline will allow pupils to place ancient Greece in context compared to other periods that they study, and also get a sense of the length of time ancient Greece flourished. Of course, as with any time or place there was a huge diversity in belief systems, however the major Greek myths and Gods are set out in lesson 2. This includes introducing pupils to the Greek pantheon, as well as beliefs about the afterlife, a theme that can be explored in other history units, such as Ancient Rome and the Vikings (Y4 units). Lesson three allows pupils the opportunity to study a significant individual from the period: ‘Who was Alexander the Great?’ In doing so pupils will have a chance to encounter the substantive concepts of power and conflict. They will learn about how Alexander defeated the Persian Empire, conquering most of the known world. Lesson four asks, ‘How has Ancient Greece influenced our lives?’ This is a key national curriculum requirement, but also introduces pupils to the enduring legacy of ideas, beliefs, people and civilisations (society). Pupils will learn to see their own world differently as they learn about Greek architecture and theatre. Of course, they will also take a closer look at the democratic system which emerged in Athens, and could compare it to the system in use today across the western world. Lesson five takes a closer look at Greek society, including how equal it was in terms of the rights and freedoms that different groups enjoyed. The roles of women will also help pupils to understand the similarities and differences between society then and now. Finally, we learn about the prominence of slavery within ancient Greek society.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Understand that the past can be divided into periods of time. Source Analysis: Use sources to retrieve and infer findings about the past. Cause & Consequence: Recognise the reasons why past events happened. Similarity & Difference: Find similarities and differences between periods of time and the modern day. Significance: A person or event can be significant for good or bad reasons. It is someone that did something important that changed people’s lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future. Understand the reasons behind choices people made in the past. Making Connections: Describe characteristics of past periods and societies. Questioning: Research to explore significant events/people of the past.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Aristotle BCE Civilisation	Hellas / Hellenes City-State	Polis Democracy Monarchy	Oligarchy Tyranny	Athens Mount Olympus

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	What do we know about Ancient Greece?	To explain which type of government I would rather live under To explore different government states.	Chronology Making Connections Similarity & Difference	The role of women		
2	What did the Ancient Greeks believe?	To explain what the Ancient Greeks believed To explore Ancient Greek beliefs.	Questioning			
3	Who was Alexander the Great?	To explore what made Alexander a successful leader To explore 'Alexander the Great'	Significance Cause & Consequence			
4	How has Ancient Greece influenced our lives?	I can explore the legacy of the Ancient Greek civilisation, examining similarities and differences To explore how Ancient Greece has influenced our lives	Significance Similarity & Difference	The role of women in democracy / sport		
5	How equal was society in Ancient Greece?	To compare what was different about life in Athens and Sparta To explore life in ancient Athens and Sparta.	Similarity & Difference Questioning	Role of women & men in Ancient Greece		
6	Consider two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?					



P Timelines for books BCE CE for ancient civs Master.pptx(Slide 3) Print on A3 for Books,

Lesson 1

Enquiry Question	What do we know about Ancient Greece?			
Learning Intention	To explore different government states.			
SOLO SC: Uni- Structural	I can label the key features of the city-state I can understand what a government is.			
SOLO SC: Multi- Structural	I can list the different types of government found in the different city-states I can identify the four different types of government in Ancient Greece.			
SOLO SC: Relational	I can explain which type of government I would rather live under I can explain the different types of government.			
SOLO SC: Extended Abstract	I can reflect on the lack of diversity (women) in the Agora I can reflect on which government type I prefer			
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is to gain an overview of Ancient Greece. Children should know about city-states, different types of government and leadership and the similarities and differences with today including the role of women in government. - Introduce the knowledge organiser and key concepts for this unit. How does this unit fit in with our history journey so far? - Look at the timeline and where Ancient Greece fits in with our learning so far. Talk about world history -what was happening in Britain during this time? Ancient Greece is the earliest European civilisation. Have we seen any older civilization in other parts of the world? Remind them of the 4 ancient civilizations that they have learnt about in y3. People have been living in Greece for over 40,000 years. The earliest settlers lived a simple hunter-gatherer or farming lifestyle. This is similar to Prehistoric Britain. - Look at page 5 of the Pupil Booklet (you may wish to print the page like a worksheet). Explain that Ancient Greece was never a country itself - instead it was divided up into many city-states. Read the information as a class and label the city-state. - Each city-state, or polis, had its own government. Some city states were monarchies ruled by kings or tyrants. Others were oligarchies ruled by a few powerful men on councils. The city of Athens invented the government of democracy and was ruled by the people for many years. - Print page 4 for the children, read and discuss. Children to write a response to question 4. - *Discuss the fact that although Athens had a democracy, women, slaves and foreigners were not allowed to vote. Is this a true democracy? 			
Key Vocabulary for the lesson	Civilisation City-states	Hellenes Hellas Monarchies	Democracy Oligarchies Tyranny	Acropolis Agora
Resources	Pupil Booklet Knowledge Organiser			

Lesson 2

Enquiry Question	What did the Ancient Greeks believe?
Learning Intention	To explore Ancient Greek beliefs.
SOLO SC: Uni- Structural	I can match the Gods to their responsibility I can identify Ancient Greek Gods
SOLO SC: Multi- Structural	I can describe the qualities of a Greek God I can describe the key responsibilities of some Greek Gods
SOLO SC: Relational	I can explain what the Ancient Greeks believed I can explain the importance of Greek myths.
SOLO SC: Extended Abstract	I can create a fact file of a Greek God or Goddess I can evaluate which Greek God is the most important.
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is for pupils to understand what people (society) believed in. - Children complete the retrieval quiz (p.9 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the information in the pupil booklet. - Read/watch video of Greek mythology to support children's understanding of some of the Greek Gods and the stories told about them: - As a class, discuss wh YouTube Medusa & Athena Athena & Poseidon Greek Mythology for Kids Ancient Greek Go... at you have watched. What did the Ancient Greeks believe? What did the stories teach the people? Collect ideas on sugar paper to display on working wall. - Children to choose a god or goddess to write a fact file about (Pupil Booklet p.13). They should refer back to the text to be reminded of key facts. You might model this with one of the gods or goddesses.

Key Vocabulary for the lesson	Greek mythology Mount Olympus	God Goddess	Afterlife
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Range of Greek myth books to read and explore throughout the unit	

Lesson 3

Enquiry Question	Who was Alexander the Great?
Learning Intention	To explore 'Alexander the Great'
SOLO SC: Uni- Structural	I can identify who Alexander the Great is.
SOLO SC: Multi- Structural	I can list Alexander's achievements I can identify Alexander's achievements
SOLO SC: Relational	I can explain what made Alexander a successful leader
SOLO SC: Extended Abstract	I can argue why Alexander is known as 'Alexander the Great'
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is for pupils to be able to explain how Alexander was so powerful and make a connection between his power in building such a large empire and what he has become known as: Alexander the Great. The lesson will look at his conquests and invasions in building the Greek empire. - Children complete the retrieval quiz (p.14 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - He was known as one of the greatest military leaders of all time. He led his army to take over Greece, Persia, Egypt and even part of India, creating a powerful empire. He ruled so much of the world they called him 'Alexander the Great'. Wherever he went, Alexander took Greek ideas. After he died, the Romans took over. They liked the Greeks' way of life and carried Greek ideas to even more countries - including ours! - Work through this powerpoint with the children. The lesson could be brought alive through drama helping children to visualise the learning. One child could be Alexander and each table a country which he invades and adds to his empire. Alexander liked to name cities after himself, this could be recreated in the classroom invasion! - ASK: Why would a leader be more powerful with an Empire rather than being a leader of just one state or country? (This is crucial for the children to understand - in future history units, the concept of power within an empire will be further explored.)

	<ul style="list-style-type: none"> - ASK: Why did the empire not continue after Alexander's death? (because he had no heir to take over) (This is crucial for the children to understand, in future history units they will further explore the concept of power through succession. For example, in year 5, children will learn about the Battle of Hastings which ensued because Edward the Confessor had no heir.) - Children to complete the fact file on Alexander the Great. - Plenary: On large sugar paper, stick a large picture of Alexander the Great. Give every child a post it note, on it they should write a reason for why Alexander the Great was so great! Stretch GDS by asking them to write something they think no one else will have remembered. Collect post its and add to the sugar paper, discuss the ideas and display on the working wall. 			
Key Vocabulary for the lesson	Empire Invade	Strategy Legacy	Greek civilisation Conquests	Heir Succession
Resources	Pupil Booklet Pupil Booklet (ANSWERS)		All About Alexander The Great PP Alexander The Great Fact File	

Lesson 4

Enquiry Question	How has Ancient Greece influenced our lives?
Learning Intention	To explore how Ancient Greece has influenced our lives
SOLO SC: Uni- Structural	I can name something that is different between our democracy and Ancient Greek democracy I can identify things that have lasted from the Golden Age of Athenian Democracy.
SOLO SC: Multi- Structural	I can list difference aspects of Ancient Greek civilisation which have become legacy I can describe things that have lasted from the Golden Age.
SOLO SC: Relational	I can explore the legacy of the Ancient Greek civilisation, examining similarities and differences I can compare The Golden Age of Athenian Democracy to the present day democracy.
SOLO SC: Extended Abstract	I can reflect on the diversity of Ancient Greek civilisation compared with modern day Britain
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is for pupils to recognise the legacy of the Ancient Greek civilisation and recognise how, through his many conquests, Alexander The Great was able to spread Greek ideas, language and culture. This meant the best parts of the Ancient Greek civilisation would survive and be taught for thousands of years after the fall of his empire. (Society) - Children complete the retrieval quiz (p.18 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Begin by revisiting how Greek ideas, language and culture spread around the world. (Alexander the Great's Empire)

	<ul style="list-style-type: none"> - Watch: What did the ancient Greeks do for us? (Scroll down for video) - Continue to scroll down after the video and share the information with the class. Allow the conversation to flow and for children to ask questions if they are curious. - In pairs, children recall as many ideas from the video/webiste as possible and record on a whiteboard. - Discuss the ideas children have collected. Teacher to collect ideas on sugar paper and then display on the working wall after the lesson. In the discussion, begin to open up discussion about similarities and differences between Ancient Greek society and society today. E.g. In the Olympics, only men and boys were allowed to compete. Today, women and girls are allowed too. - Provide children with a table to complete, children to record different legacies of the Ancient Greek Civilisation and under a column titled 'Similarities and difference' children should comment on the comparison with modern day Britain. 			
Key Vocabulary for the lesson	Legacy Democracy Hippocrates	Olympics Marathon Medicine	Jury Gymnasium Alphabet	Nike - the goddess of victory Aristotle Archimedes
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Video: What did the ancient Greeks do for us? (Scroll down for video)	Sheet for activity	

Lesson 5

Enquiry Question	How equal was society in Ancient Greece?
Learning Intention	To explore life in ancient Athens and Sparta.
SOLO SC: Uni- Structural	I can identify some elements of life in ancient Athens in Sparta.
SOLO SC: Multi- Structural	I can describe what life was like for people living in Athens and Sparta in ancient times
SOLO SC: Relational	I can compare and contrast life in Athens and Sparta in ancient times
SOLO SC: Extended Abstract	I can reflect on how equal society is in modern day Britain compared to Ancient Greece
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is the similarity and differences between two different city-states and the impact on different groups in society, particularly women. - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the powerpoint exploring what life was like in Sparta and Athens. Teachers may wish to print slides 5 and 8 on A3 paper to allow pupils to easily refer back to information discussed.

	<ul style="list-style-type: none"> - Children to complete similarity and difference task at their ability level. Task LA, Task MA, Task HA - Plenary: Children answer always, sometimes, never question in pairs. 			
Key Vocabulary for the lesson	Sparta Athens City-State	Democracy Oligarchy Society	Enslaved Agriculture Economy	Warrior Trading
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Athens vs Sparta Powerpoint Task LA , Task MA , Task HA		

Lesson 6

Assessment Think! Question	Assessment: Consider two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?			
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) <i>Consider two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?</i> Think! Question (Independent) Knowledge Quiz (Independent)			
Key Vocabulary for the lesson	Legacy Democracy Hippocrates Oligarchy	Olympics Marathon Medicine City-State	Jury Gymnasium Alphabet Government	Nike - the goddess of victory Aristotle Archimedes
Resources	Think! Question	Knowledge Quiz Knowledge Quiz (ANSWERS)		