



The Ancient Greeks.

Autumn Year A

November and December 2020

Would normally be part of Summer B, redesigned as part of Covid response.

The Ancient Greek Civilization.

National Curriculum Objectives	Key Knowledge	Vocabulary
<ul style="list-style-type: none"> ● To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations. ● To gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilization' ● To study Greek life. ● To know and understand the key achievements of the Ancient Greeks and their influence on the western world ● Use artifacts to learn about the past. ● Use primary and secondary sources to learn about the past 	<ul style="list-style-type: none"> ● To be able to place Ancient Greece in time in relation to other periods of history, ● To know and understand the main differences between Athens and Sparta and what life was like in a city state. ● To infer information about Greek wars and warfare from illustrations of pottery and maps ● To know how ancient Greek society was organized and how decisions were made (democracy) and how this relates to modern systems of governance. ● To know about the ancient Olympic games and how these are 	<p>Civilization, empire, City States, citizens, slaves, swords, shields, democracy, government, fable,</p>
		Key People and Linked Texts
		<p>Alexander the Great.</p> <p>Aesop—Aesop's Fables and their illustrations.</p>
Prior Learning	Key Questions	Future Learning
<p>Previous historical learning—Stone Age to Iron Age. This learning was placed on a chronological timeline. Children should be able to place this ancient civilization correctly after prior learning.</p> <p>Geographical learning should enable children to place the geography of Ancient Greece in context on a world map and identify key features of its climate.</p> <p>Some children may have visited the area on holiday and have first hand experience of artifacts, monuments and architecture,</p>	<ul style="list-style-type: none"> ● What would life have been like if you had lived in ancient Sparta or ancient Athens? ● Who was Alexander the Great? ● What information about Greek soldiers, weapons and ships can be gained from looking closely at illustrations on pottery? ● What is the legacy of Ancient Greek art and architecture? Where is the evidence? 	<p>Other ancient civilizations—Ancient Egyptians, and The Roman Empire with a specific local history focus.</p> <p>Democracy—Upper Key Stage 2</p>
		Visits and Local Resources
		<p>There will not be any visitors to school or trips out of school within this dimension due to current Covid 19 restrictions.</p>
		‘Talk Up, Write Up’ Tasks and Home Learning Opportunities

Teaching Ideas

Theme	Theme	Observation	Theme	Research	Assessment Opportunity—Big Question.
<p>Compare and Contrast.</p> <p>Athens and Sparta.</p> <p>What is a City State? What was it like to live in a city state? Were the City States rivals?</p> <p>http://www.primaryhomeworkhelp.co.uk/greece/athens.htm</p>	<p>How do we know about the Ancient Greeks?</p> <p>What historical sources are available to historians? How reliable are they?</p>	<p>Using the pictures of ancient Greek pottery:</p> <p>Draw a detailed, labelled diagram of a Greek soldier showing his equipment, armour and weapons.</p>	<p>The role of theatre in the way of life of the ancient Greeks.</p> <p>Look at a plan of a Greek theatre—shape, acoustics, presence of an altar, seating, stage, the fact it was open air.</p> <p>Different types of plays: tragedies and comedies.</p>	<p>Research the fascinating life of Alexander the Great and some of the places he and his troops saw. Recreate some of the episodes from his life through improvisations and performance.</p>	<p>What were the Ancient Greek Olympics and why are they significant?</p>