



History – Year 4 – Spring Enquiry– Can we thank Ancient Greece for anything in our lives today? – MTP

National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>Key Stage Two</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Who were the Ancient Greeks?</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>To understand that the past is divided into differently named periods of time and use some dates to explain British, local and world History.</p> <p>To place events, people and changes of British, local and world history on a timeline, using appropriate dates/chronological conventions eg. BC/AD or BCE/CE.</p> <p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance.</p> <p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p>	<p>I know that Modern Greece is hot, mountainous and is a popular tourist destination</p> <p>I know that Ancient Greece occurred between 776-146BC and ran alongside Iron Age in Britain.</p> <p>I locate Ancient Greece, Athens and Sparta on a map.</p> <p>I know that Ancient Greece consisted of city states.</p>	<p>Empire and Individual Liberty</p> <p>Give the children maps, leaflets, holiday brochures and postcards. What do these images tell us about Modern Greece and its location? i.e. it is mountainous and what the climate is like.</p> <p>Children to locate Ancient Greece on a timeline and discuss which periods it is in between and compare it in time to ones they have already studied. Children should be able to add a few dates onto this</p>


<p>how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 			<p>To begin to undertake their own research.</p>		<p>timeline as they go, not many.</p> <p>How long did Ancient Greece last for? What do AD and BC mean? Explore.</p> <p>Children to locate Athens and Sparta. Children to research into these two cities and look at how they are similar and different (how they are ruled, religion, lives of men and women, education etc.)</p> <p>Can they report their findings back? They can work either individually or in small groups.</p> <p>Key vocab:</p> <p>democracy civilisation culture law justice Ancient Greece Athens Sparta BC AD</p>
<ul style="list-style-type: none"> • A local History study. • A study of an aspect or theme in British History that extends pupils' 	<p>2 What do artefacts tell us life was</p>	<p>Ancient Greece – a study of Greek life and achievements and their</p>	<p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance.</p>	<p>I know that Ancient Greeks used pottery to record important information about</p>	<p>Provide children with either photographs of Greek statues and pottery or provide them replica artefacts. The</p>


<p>chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Ancient Greece – a study of Greek life and achievements and their influence on the Western world. A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD400; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300. 	<p>like in Ancient Greece?</p>	<p>influence on the Western world.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p>	<p>wars, Gods, warriors, ships etc.</p>	<p>statues/pottery should depict Gods, ships, warriors etc.</p> <p>In groups, they are to record what the object is, what it might have been used for, what information it provides us with. How did the boats attack enemy boats? How was Ancient Greek religion different to Christianity? How can we tell that a particular ruler was important?</p> <p>How else do the children think they could find out about life in Ancient Greece?</p> <p>Key vocab:</p> <p>artefacts Ancient Greece pottery statues Gods Goddesses soldiers religion</p>
	<p>3</p>	<p>Ancient Greece – a study of Greek life and achievements and their</p>	<p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance.</p>	<p>I know that the Ancient Greeks founded modern theatre today.</p>	<p>Show children images from Ancient Greek archaeological sites such as temples and theatres</p>


	<p>What do archaeological sites tell us?</p>	<p>influence on the Western world.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p>		<p>i.e. Theatre of Ephesus, Temple of Apollo, Parthenon.</p> <p>Give small groups a specific site. Investigate it and record their findings – they could make drawings. Groups to devise a guided tour of their site (template to be provided if necessary).</p> <p>Take the rest of the class on their guided tour.</p> <p>Key vocab:</p> <p>Ancient Greece Parthenon Temple of Apollo Theatre of Ephesus</p>
<p>4</p> <p>Can we learn anything from Greek myths and legends?</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To begin to undertake their own research.</p> <p>To describe how the past can be represented or interpreted in a few different ways and explain why accounts might be different.</p>	<p>I know what a myth and legend is.</p> <p>I know the names of some of the key myths and legends of Ancient Greece i.e. Jason and the Argonauts, Medusa, Pandora's Box, The</p>	<p>Culture and Respect</p> <p>Discuss what myths and legends means and why they were important to Ancient Greece.</p> <p>Read one to the class (Jason and the Argonauts, Pandora's Box, The Minotaur, Medusa,</p>	



				<p>Minotaur, Persephone.</p> <p>I know that the myths and legends were to give a message.</p>	<p>Persephone in the Underworld)</p> <p>Give each group a copy of a myth/legend. Underline key points and discuss why they have chosen these. Groups to retell their myth/legend or re-enact through drama.</p> <p>Carry out research to answer the question of whether their myth or legend might be true. Use a range of sources such as photographs of artefacts, archaeological sites, secondary sources (what parts of these might not be true).</p> <p>Each group presents to the whole class the answer to the sub enquiry <i>Can we learn anything from Greek myths and legends?</i></p> <p>Key vocab: myth legend Persephone secondary source reliable Minotaur</p>
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	<p>5 What do we know about Alexander the Great?</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>To put artefacts or information in chronological order, including events and historical figures.</p> <p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p>	<p>I know that Alexander the Great was the King of Macedon, an Ancient Greek Kingdom.</p> <p>I know that he created a vast Empire that stretched from Macedonia to Egypt and from Greece to part of India.</p>	<p>Read the story of Alexander the Great to the class.</p> <p>Give pupils in groups a copy of the story, a map of the Ancient Greek empire and various images of Alexander the Great from different sources. Use these sources to identify the achievements of Alexander the Great and put them in chronological order. What do they believe his most important achievement is and why?</p> <p>Create a plaque which celebrates this achievement. Share with the class and they are to vote on the most important reasons.</p>

					<p>Key vocab:</p> <p>Alexander the Great Ancient Greece</p>
	<p>6</p> <p>How is our School similar to Ancient Greece?</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>To present recalled or selected information in a variety of ways using specialist terms.</p> <p>To answer and sometimes devise their own historically valid questions.</p> <p>To begin to undertake their own research.</p> <p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance.</p> <p>To write sentences or a paragraph to describe some of the main events, people and changes in the History of Britain and the wider world.</p>	<p>I know that only rich boys went to School as School was not free.</p> <p>I know that they wrote on wooden boards and with a stylus.</p> <p>I know that they went to School from 7 to 14.</p> <p>I know that some boys went to wrestling School in the afternoons.</p>	<p>Culture and Respect</p> <p>Children to have their first go at creating their own history based questions and researching them. However, guidance on the topic of questions can be given.</p> <p>Provide photo Primary Sources of artefacts from schools and Ancient Greek schools. Also give Secondary sources (websites, books). They are to create 4 headings (key features of school life, school life in Athens, school life in Sparta, school life today) and sort the information into those headings. Tables could also be split into rows that look at boys, girls, rich and poor etc.</p>

		<p>They should understand how our knowledge of the</p>			<p>Discuss from their research how school was different/similar in Sparta and Athens and how it is different/similar to life today – children can write this as two paragraphs if necessary and time.</p> <p>Key vocab:</p> <p>Athens Sparta similarities differences</p>
	<p>7 What does our language tell us about Ancient Greece?</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p>	<p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance. To say a range of similarities/differences between different times in the past in periods covered so far.</p>	<p>I can learn the fundamentals of the Greek alphabet i.e., alpha, beta etc.</p>	<p>Culture and Respect</p> <p>Show clip “What did the Greeks do for us?” from BBC Bitesize.</p> <p>What is the continued influence of Ancient Greece on our lives today?</p> <p>Show the Ancient Greek alphabet – which letters are the same as today and which are different?</p> <p>Give the children a sheet containing examples of Ancient Greek prefixes and suffixes. Ask them to write down as many School</p>

					<p>subjects as possible and see which have these prefixes and suffixes. Use a dictionary to find as many words with an Ancient Greek origin as possible. What does this tell us about the language?</p> <p>Key vocab: alpha beta gamma</p>
	<p>8 What were Ancient Greek buildings like?</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>To make a few connections and contrasts e.g. change, cause, similarity, difference and significance.</p>	<p>I know the similarities and differences between Ancient Greek and contemporary architecture i.e., temple columns.</p>	<p>Culture and Respect Show children pictures of Ancient Greek buildings and temples. Without teaching, can the children match labels to different parts of the buildings? Teach the children the different features and see if they were correct. What do they think it means? What do they think the purpose of each part was in keeping the building's structure? Present the children with pictures of Modern <u>national</u> and <u>local</u> (Royal London Friendly Society in Wolverhampton, Uni of Wolverhampton building,</p>

					<p>Birmingham Town Hall etc.) buildings that are built in the classical style. How are they similar and how are they different? What does this tell us about Ancient Greek architecture?</p> <p>Key vocab: columns</p>
	<p>9 Are there any similarities between our Government and Ancient Greece?</p>  	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p> <p>To begin to undertake their own research.</p>	<p>I know that Ancient Greek rulers were known as Kings.</p> <p>I know that democracy means that the rulers are elected by the public.</p>	<p>Democracy, Crime and Punishment and Rule of Law</p> <p>What do the children remember from their research on how Athens and Sparta were governed and how did it compare with today?</p> <p>Investigate the meaning of the word ‘democracy’ and how it has Ancient Greek origin.</p> <p>Children to be provided with the following questions: Who was allowed to vote in Ancient Athens? Who ruled in Ancient Athens? They are to research the answers to these questions.</p> <p>Show them pictures of voting stations, Downing Street, local offices and</p>

					<p>the current Prime Minister. How does this compare to times within Ancient Greece?</p> <p>Key vocab: ancient modern civilisations citizens democracy</p>
	<p>10 Can we thank Ancient Greece for anything in our lives today?</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>To think critically, weigh evidence, sift arguments and develop perspective and judgement when looking at two versions of the same event.</p> <p>To present recalled or selected information in a variety of ways using specialist terms.</p> <p>To use one or more sources of information (such as maps) to help me answer questions about the past in sentences.</p> <p>To begin to undertake their own research.</p>	-	<p>Debate: Children should campaign for what they believe in and try to convince others to think the same.</p> <p>Like in our country and Ancient Greece, can the children take part in a democracy in order to find the 'answer'?</p>