



History

Year 4

Term 3

Ancient Greece

**Key Question: Why were the Ancient Greeks significant?**

**National Curriculum Objectives:**

- Develop a chronologically secure knowledge and understanding of British, local and world History, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address historically valid questions about change, cause, similarity and difference, and significance.
- Know about the achievements of the earliest civilizations
- A study of Greek life and achievements and their influence on the western world

**Vocabulary**

Ancient Greece, BC, AD, Minoans, Mycenaean's, Dark Ages, Archaic, Classical, Hellenistic, city-states, pottery, scholar, scientists, slave, rich and poor, archaeologist, polis, Sparta, Athens. Olympia, Corinth, Delphi, government, democracy, oligarchs, council, monarchy, Tyrants, power, Olympic Games, Olympia, religious festival, Zeus, athletes, wreaths, glory, sacrifice, Gods, Goddesses, patron, Temples, Mount Olympus, Zeus, Hades, Underworld, myths, heroes

**Prior Learning:**

In Y3 T3 the children learnt about ancient Egyptian civilisation, including how society was organised, their beliefs and how we know about them.  
They learnt about what was happening in Britain at a similar time during the Iron Age in Y3 T1 and in Roman Britain Y4 T1.

**End Point:**

Art tableaux - each child to create a picture depicting an aspect of Ancient Greek Civilisation to create one piece of art. The children also need to explain and justify which aspect they have chosen to depict.

**Knowledge:**

- Know that Ancient Greece was an early but advanced civilisation that began in approximately 800BC and came to an end 146BC when it fell to the Romans (these were the Archaic, Classical and Hellenistic periods)
- Know that before this in Ancient Greece was the Minoans, Mycenaean's and Dark Ages.
- Know that Ancient Greece was not one country but was divided into city- states
- Know how people lived in Ancient Greece: that most people were poor and lived in villages or the countryside, however that there were soldiers, scholars, scientists and artists and some people were rich.
- Know the main features of the city-states of Athens, Sparta, Corinth, Olympia and Delphi, including how they were governed
- Know that the Olympics originated in Ancient Greece and was a religious competitive event between the city-states
- Know that the Ancient Greeks believed in many Gods and built temples to them.

**Skills:**

- Understand more complex terms - BC and AD.
- Use terms related to a period and begin to date events.
- Place events from a period studied on a timeline
- Choose relevant material to present a picture of life past
- Use the library and internet for research
- Identify key features and events of Ancient Greece
- Communicate knowledge and understanding in a variety of ways
- Ask and answer a variety of Historical questions
- Select and organise historical information

**Cross Curricular Links:**

Art - Ancient Greek Artwork  
English - Greek myths and legends

**Oracy:**

Presentational- present research on an aspect of Greek life (lesson 2)

**Wider Reading**

Who Let the Gods Out? Maz Evans  
Beasts of Olympus: Beast Keeper Lucy Coats  
The Ancient Greek Mysteries Saviour Pirotta & Freya Hartas  
A Visitor's Guide to Ancient Greece Lesley Sims

**Enrichment**

Visit to the Ashmolean Museum in Oxford

## Sequence of Learning

| Lesson | Key Question  | Key learning/notes  |
|--------|---|---|
| 1      | Who were the Ancient Greeks and how was Ancient Greece ruled? | <p>Review what we learnt about the Romans in Britain in Term 1. Recall and record the key dates - the Romans first invaded Britain in 43AD but by 400 AD had left to defend Rome. We know that before (and after) the Romans in Britain, most Britons were living in fairly simple settlements. Look at Street Through Time book.</p> <p>Teach/Revise (they have been introduced to BC and AD in Year 3) that the letters BC mean before Christ (Jesus) and AD means after Jesus was born. Refer to Christmas.</p> <p>Show images of the Parthenon, a chariot, an Olympian and other iconic images from Ancient Greece. This was going on in Greece during the Iron Age in Britain so as the images show, Greece was a more advanced society. Show where Greece is on a map. Ancient Greece is regarded as starting in 800BC (when Greece emerged from the dark ages) and ending in 146BC, however Historians actually called these periods that archaic, classical and Hellenistic periods. People have been living in Greece for 40,000 years. Use the BBC website to name and describe the different periods in Ancient Greece</p> <p>Minoans - Mycenaean's - Dark Ages - Archaic - Classical - Hellenistic<br/> <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4</a></p> <p>Revisit the map of Greece and note that it is made up of lots of islands? Discuss - how might this effect the way that it is governed? Use the above BBC website to identify that Ancient Greece was not one country but was divided into city-states. Use the interactive map to introduce the city-states.</p> <p>Show various images from across the time period and across the city-states. Children order them based on how advanced they believe the image to be. Check against a timeline. Extend to children creating a mini-image to go on a coin to represent each of the periods of Ancient Greece.</p> <p><a href="https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-greece/a-timeline-of-ancient-greece/">https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-greece/a-timeline-of-ancient-greece/</a></p> <p>Finish the lesson by telling the children that they will be finding out more about these events/people and places over the next term.</p> |
| 2      | How did the Ancient Greeks live?                              | <p>Just like we learnt in our Year 3 Egypt topic, we know about these ancient civilisations from artefacts that archaeologists have discovered. The pottery of ancient Greece from c. 1000 to c. 400 BCE provides (not only some of the most distinctive vase shapes from antiquity) but also some of the oldest and most diverse representations of the cultural beliefs and practices of the ancient Greeks. It is one of the great archaeological survivors and is, therefore, an important, if not the most important tool for archaeologists and historians in determining the chronology of ancient Greece. It is worth noting though that the vast majority of Greek vases (despite now being dusty museum pieces) were actually meant for everyday use. What can we tell about Ancient Greek life from one pot? Use the activity from the British Museum<br/> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/classroom-resource-explore-athenian-picture">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/classroom-resource-explore-athenian-picture</a></p> <p>Use the pottery at the end of the PowerPoint to answer the key questions: What can I see? What does this tell me about Greek life?</p> <p>Use the BBC website about life in Ancient Greece to see if we were right about Ancient Greece and life and to find out more. Highlight that that most people were poor and lived in villages or the countryside, however that there were soldiers, scholars, scientists and artists and some people were rich.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q</a></p> <p>Children then choose an aspect of Greek life to ask and answer a question about using websites and the library</p> <p>What were Greek homes like?<br/>           What was Greek fashion like?<br/>           What toys did the children play with?<br/>           What did the Greeks eat?</p> <p>Extend to generate own question. Present research to the class/groups.</p>  |
| 3      | How were Ancient Greek city states organised?                 | <p>Revisit the BBC website which looks at the main city states of Athens, Sparta, Delphi, Olympia and Corinth. What were the main features of each city-state? Which city-state would you have liked to have grown up in and why?<br/> <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4</a></p> <p>Look at a map of the city states and learn more about the interaction between the states at<br/> <a href="https://www.historyforkids.net/ancient-greek-city-states.html#:~:text=Although%20there%20were%20numerous%20city,of%20oligarchies%2C%20or%20through%20democracy.">https://www.historyforkids.net/ancient-greek-city-states.html#:~:text=Although%20there%20were%20numerous%20city,of%20oligarchies%2C%20or%20through%20democracy.</a></p> <p>City-states (or the polis) were controlled by various forms of government. There were several different ways that city-states were ruled. In some city-states monarchies controlled the polis with one powerful</p>   |

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|   |  | <p>king or tyrant. Other city-states depended on a council of oligarchies comprised of rich or powerful men to rule. Some used a combination such as Sparta which had two kings and a council of oligarchs. One city-state, Athens, developed a form of government called democracy which allowed the people to rule the polis.</p> <p>Which way do we think would be best to be governed? How are we governed today in the UK? The modern Western world uses democracy to govern; an Ancient Greek invention. Watch the Horrible Histories song about the birth of Democracy (only play 1 minute 30 seconds as do not need the entire History of Democracy!)</p> <p><a href="https://www.bbc.co.uk/cbbc/watch/horrible-histories-songs-democracy-song">https://www.bbc.co.uk/cbbc/watch/horrible-histories-songs-democracy-song</a></p> <p>Either investigate one of the city states in more depth (individual research) or look into one of the battles between the states using <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx</a></p>  |
| 4 | How and why did the Olympic games begin? | <p>We learnt last week that Greece is the home of democracy but is also where the Olympic games came from. We also learnt last week that the city-states were often warring against each other, however before the games began, messengers were sent out to announce a 'sacred truce' or a peace. This meant that any wars should be called off so that people could travel safely to Olympia.</p> <p>What are our Olympic Games like? Discuss and note. Share the information about the Ancient Olympic Games and watch the clip at <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</a></p> <p>The Greeks loved sport and the Olympic Games were the biggest sporting event in the ancient calendar. The Olympic Games began over 2,700 years ago in Olympia, in south west Greece. Every four years, around 50,000 people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of Zeus, the king of the gods. There were no gold, silver and bronze medals. Winners were given a wreath of leaves and a hero's welcome back home. Athletes competed for the glory of their city and winners were seen as being touched by the gods.</p> <p>The entire games were dedicated to Zeus. Visitors flocked to see the Temple of Zeus. Inside stood a huge gold and ivory statue of the king of the gods himself. The main event at the Olympics was not a sporting event, but a <b>sacrifice</b>. On the third day of the games, 100 oxen were sacrificed and burnt on the Altar of Zeus. This altar was not made from stone. Instead it was made from the leftover ash of all the sacrificed oxen. By around 200AD, the mound of ash stood six meters high!</p> <p>Use the BBC pages (above) and library books and the internet to research the Olympics further. Write a recount (diary entry or newspaper article) using some of the key features of the games.</p> |
| 5 | What did the Ancient Greeks believe?     | <p>Like the Romans, the Greeks had a belief system that is very different to what we believe now. Recap that the Romans had many different Gods. Discuss and review what our belief system is today.</p> <p>Where do we believe we came from? What do we believe happens when we die? Where do we go to practice our beliefs? Accept all answers and address different religions.</p> <p>Children answer the above questions for the Greeks using the websites below and library books.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3</a></p> <p><a href="https://www.historyforkids.net/ancient-greek-religion.html">https://www.historyforkids.net/ancient-greek-religion.html</a></p> <p><a href="http://www.primaryhomeworkhelp.co.uk/greece/greekgods.htm#:~:text=The%20Ancient%20Greeks%20believed%20in,every%20aspect%20of%20their%20lives.&amp;text=People%20had%20special%20places%20in,could%20pray%20to%20the%20gods.">http://www.primaryhomeworkhelp.co.uk/greece/greekgods.htm#:~:text=The%20Ancient%20Greeks%20believed%20in,every%20aspect%20of%20their%20lives.&amp;text=People%20had%20special%20places%20in,could%20pray%20to%20the%20gods.</a></p> <p>All of these websites and our library books refer to Greek myths and heroes. Watch the story of Medusa and Perseus on the BBC website. Extend to looking at other Greek myths and children creating a recipe for writing one (write one in English?)</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd">https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd</a> (a range of Greek myths)</p>  |
| 6 | Why were the Ancient Greeks significant? | End product   |