



History – Year 4, Unit 1 Ancient Greece

Enquiry Questions:

When was Ancient Greece?

Can we thank the Ancient Greeks for anything in our lives today?

How can we analyse sources of evidence?

NC/PoS: A study of Greek life and achievements and their influence on the western world

- 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.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, 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 civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

Prior Learning (what pupils already know and can do)

- Know early civilizations formed when people began living together in larger organized settlements.
- Know ancient means belonging to the very distant past and no longer in existence.
- Know the four earliest civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport.
- Know the four earliest civilizations had cuneiform, number system and agriculture in common.
- Know agriculture made it possible to feed large populations of people.

End Points (what pupils MUST know and remember)

- Know the Classical Golden Age of Ancient Greece came after the four earliest civilizations.
- Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs.
- Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta.
- Know the Ancient Greeks had many gods and built temples as places of worship.
- Know democracy originated from Ancient Greece and can make comparisons to modern democracy.
- Know democracy is significant as it shapes our lives today.
- Know the Olympic games were first held by Ancient Greeks to avoid conflict.
- Know the influence Ancient Greece culture had on the western world.

Session 1: Who were the Ancient Greeks?

Substantive knowledge: Know the Classical Golden Age of Ancient Greece came after the four earliest civilizations. Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs. Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta.

Disciplinary knowledge: Chronology - When did these events happen in relation to each other?

Review prior learning and build a chronological timeline of previously taught units including the four earliest civilisations (Indus Valley, Shang Dynasty, Ancient Egyptian, Ancient Sumer).

Recap the terms 'chronological order', 'prehistory', 'in living memory', 'beyond living memory' and 'source'. Recap the terms 'ancient' history and 'civilization' with the children and recap BC/AD (taught in Y3). Remind children that sometimes the terms BCE/CE are used instead of BC/AD. Recap how when looking at events that occurred BC, the number of years counts down, but after that, the years count upwards. There is no year '0': the year 1 BC is followed immediately by AD 1.

Introduce the topic of Ancient Greece and discuss where children think it fits in chronologically with other periods they've studied/ heard of.

Locate Ancient Greece on a wider timeline in relation to other civilizations and discuss the longevity of Ancient Greece. Give children a chance to compare the duration of the periods by looking at a visual timeline. Discuss how there is often an overlap between time periods because changes took time to reach parts of Greece and we cannot give precise dates for every event. (Chronozoom has a scaled timeline of Greek history that may be of use to explore duration).

Neolithic Period 6000 – 2900BC
Early Bronze Age 2900 – 2000BC
Minoan Age 2000 – 1400BC
Mycenaean Period 1600 – 1100BC
The Dark Ages 1100 – 650BC
Archaic Period 750 – 500BC
Classical Period 500 - 336BC
Hellenistic Period 750 – 500BC

Focus in on the period between 500BC to 323BC known as the 'Classical Golden Age', which marked the height of Ancient Greek civilisation and power.

Map work – Locate Greece on a map. Discuss Ancient Greece's key features and its location, including physical features, seas and climate.

On a map of Ancient Greece locate the city states (settlements) of Athens, Sparta and Thebes. Look at settlements on the island of Crete and the Minoan civilization.



Tell the children that these city states had their own laws, money, rulers, and were rivals.

Key Vocabulary: ancient, civilization, trade, city states, settlement

Session 2: Did all Ancient Greeks get along?

Substantive knowledge: Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs. Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta.

Disciplinary knowledge: Similarity & Difference – How were the city states different? Why did this contribute to their conflict?

Investigating Sources – What do historical sources teach us about the Ancient Greeks? What role has archaeology had on our understanding of Ancient Greece? What do they teach us about conflicts?

Recap the geography of the different city states from the previous session.

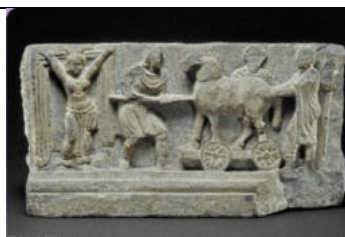
Teach or investigate the differences between the city states of Athens and Sparta. Discuss how they often fought due to their culture differences, but also worked together to protect Greece from invaders.

Discuss how we can use different sources of evidence to learn about the past. Discuss the terms 'primary' and 'secondary' sources. Introduce archaeology as a primary source and define what it is – the study of history using historical sites and artefacts.

Provide the children with photographs and artefacts of Ancient Greek pottery and statues- including illustrations/representations of conflict between Greek settlements (Trojan Horse, Peloponnesian War, Spartan warriors, hoplites and triremes).



The oldest known depiction of the Trojan Horse is on the Mykonos Vase (675–650BC).



A stone sculpture on a Buddhist shrine from the Gandhara region of northern Pakistan dating from 100–200AD

"After many years have slipped by, the leaders of the Greeks, opposed by the Fates, and damaged by the war, build a horse of mountainous size, through Pallas's divine art, and weave planks of fir over its ribs: they pretend it's a votive offering: this rumour spreads. They secretly hide a picked body of men, chosen by lot, there, in the dark body, filling the belly and the huge cavernous insides with armed warriors."

Roman poet Virgil's *The Aeneid*, Book II (19BC)



A piece of pottery showing Greek hoplites in action



The famous Ship vase, in the National Etruscan Museum in Rome, depicts the collision of two Greek hoplite phalanxes. This system of interlocking shields was used at Marathon, and was not utilized by the Persians.

Images and details of numerous artefacts:

<https://www.liverpoolmuseums.org.uk/collections/antiquities/ancient-greece>

<https://www.metmuseum.org/art/collection/search?showOnly=withImage&department=13>

<https://www.britishmuseum.org/collection/>

Explain that these are sources – something that has survived from the past that help us understand and learn about this ancient civilisation.

Explore what they tell us about life in Ancient Greece.

Key Vocabulary: artefacts, pottery, statue, rival

Session 3: How did religion impact on the lives of Ancient Greeks?

Substantive knowledge: Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs. Know the Ancient Greeks had many gods and built temples as places of worship.

Disciplinary knowledge: Similarity & Difference – How did the Greek Gods differ from each other and modern religion? How were Ancient Greek temples similar or different to modern religious buildings? How was Greek religion similar and different from Ancient Egypt? Significance – What role did religion play in Ancient Greek life? Why were the Gods so important?

Provide the children with photographs of modern-day places of worship and discuss why people gather there?

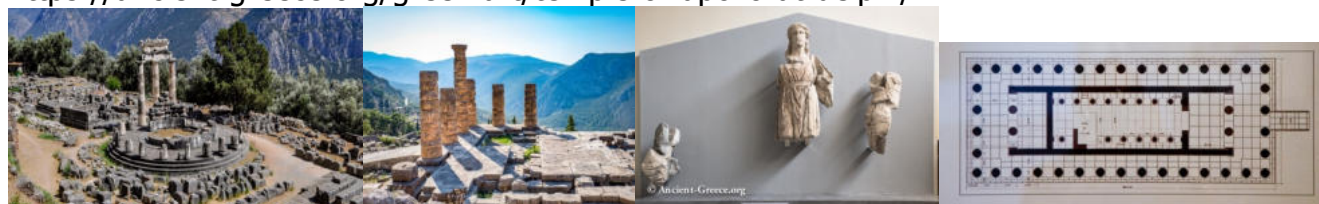


Ask the children if they know the name of any Greek Gods.

Provide the children with photographs and plans of Ancient Greek archaeological sites such as temples (The Temple of Apollo at Delphi, The Parthenon in Athens).

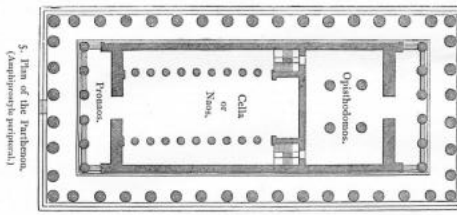
The Temple of Apollo at Delphi

<https://ancient-greece.org/greek-art/temple-of-apollo-at-delphi/>



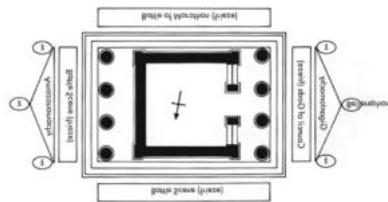
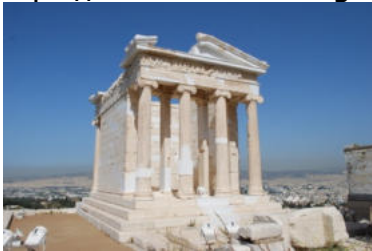
The Parthenon

<https://www.thisisathens.org/antiquities/parthenon>



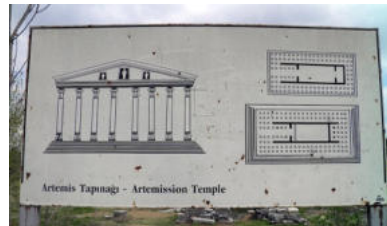
Temple of Athena

<https://www.athenstourgreece.com/the-temple-of-athena-nike/>



Temple of Artemis

<https://explorekusadasi.com/temple-of-artemis/>



Discuss the importance of religion in Ancient Greece.

<https://www.metmuseum.org/essays/greek-gods-and-religious-practices>

Provide children with some images of the Greek Gods sculptures and depictions and discuss - What do you think they might be the God of? Tell or investigate some of the main gods in Ancient Greece and their roles, including Zeus, Poseidon, Hades, Apollo, Artemis, Hera, Athena and Nike.

Athena



A Greek coin showing Pegasus and the goddess, Athena.



Nike

The statue, made of marble from Paros (one of the finest marbles of Greece), represents the goddess of Victory about to alight on a ship whose sailors have just won a sea battle



games.

Zeus

One of the ancient Seven Wonders of the World is the Statue of Zeus. The statue was 12 meters (39 feet) tall. Herodotus said that statue occupied a whole room at western of the temple of Zeus in Olympia (about 150 Km west of Athens), the city where Greeks celebrated the original Olympics



Apollo

Terracotta lekythos (oil flask) showing Apollo with kithara (lyre)



Hermes

Hermes, the messenger god, moves swiftly across this vase on some errand for Zeus, the ruler of the gods. Dressed in traveling clothes with a chlamys (short cloak) and a petasos (broad-brimmed hat), he wears winged sandals and carries a herald's staff, a kerykeion, which terminates in entwined snakes. The same symbol was carried by Greek heralds as they traveled from city to city.



Artemis

Statue of Artemis. She wears a short chiton, appropriate to her role as goddess of the hunt, a finely wrought diadem embellished with silver, and elaborate sandals. Originally, she would have held a bow in her left hand. A deer stands to her left and there was another small figure on her right, possibly a dog.

Investigate the Ancient Greek belief in an afterlife and the 'Elysian Fields'.

Compare to Ancient Egyptian beliefs.

Key Vocabulary: archaeology, temples, theatre, afterlife

Session 4: **How were the Ancient Greeks governed and are there any similarities with how we are governed today?**

Substantive knowledge: Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta. Know democracy originated from Ancient Greece and can make comparisons to modern democracy. Know democracy is significant as it shapes our lives today. Know the influence Ancient Greece culture had on the western world.

Disciplinary knowledge: Significance – What role did Ancient Greek democracy have on the modern world? Similarity & Difference – How did governance change between the city states? How was Greek governance similar to today?

Discuss how we are governed today and what democracy means.

Tell or investigate who is allowed to vote today and who governs using sources provided (images of Parliament, 10 Downing Street, the Prime Minister, local council offices, courts, people voting, access to a web page showing who is eligible to vote).

Discuss how throughout the centuries, Ancient Greece witnessed a wide variety of governments and systems of rule. Tell or investigate the differences in Ancient Greek governance between Sparta and Athens including who ruled and who was allowed to vote in each city state.

Explore the roles of The Ekklesia, The Boule and The Dikasteria.

Draw comparisons from Ancient Greece to today, discussing women's involvement.

Key Vocabulary: democracy, power, ruler, government, governance, vote, law, council, representative

Session 5: **How have the Olympic Games changed since they were first held in Ancient Greece?**

Substantive knowledge: Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta. Know the Ancient Greeks had many gods and built temples as places of worship. Know the Olympic games were first held by Ancient Greeks to avoid conflict. Know the influence Ancient Greece culture had on the western world.

Disciplinary knowledge: Similarity & Difference – What similarities do the ancient and modern Olympic games share? How are they different? Investigating Sources – What does Ancient Greek archelogy teach us about the Ancient Greek Olympics? Significance – Why were the Olympic games important in Ancient Greece? What impact did the Ancient Olympics have on the modern world?

Provide the children with images and film clips of London 2012 Olympic games. Discuss the clip – What are the Olympic games? What events/sports occur during the games? Who can take part in the games? What other Olympic games do we carry out today (Paralympics).

Tell or investigate the history of the Olympic games discussing its religious purposes and how it was originally used to end conflict between Greek city states.

Recap the meaning of primary and secondary sources and discuss the role of archaeologists in finding evidence of these ancient games. Share images of Greek pottery depicting the Ancient Olympic games – what sports do you think they are showing?

Look at images of the remains of the stadium at Olympia.

(<https://www.metmuseum.org/art/collection/search?showOnly=withImage&department=13&q=olympics>)

 Fragments of a terracotta amphora (jar) showing a Boxer The articulation of the athlete's body here suggests a seasoned veteran. His hands wrapped in thongs, the boxer is about to deal a blow to his opponent.	 Terracotta neck-amphora (jar) On the reverse, there are a trainer, a diskos thrower, and a youth with staves.
 Terracotta Panathenaic prize amphoras (jars) showing representations of a horse race. One includes the post marking the turn in the course.	 Terracotta skyphos (deep drinking cup) The Pankration was an athletic contest that combined boxing, wrestling, and kicking. In the surviving representations, it is not always easy to distinguish the pankration from boxing or wrestling matches. Such is the case here where the competition takes place under the eyes of a trainer and an onlooker.
 Marble relief fragment depicting athletic prizes On this dedicatory relief are representations of the standard prizes awarded at four venues in Greece: an amphora of olive oil from the Panathenaic games at Athens, a shield from the games at Argos, and two wreaths (of pine and celery) from the prestigious Panhellenic games at Isthmia and Nemea respectively. Such games, which were very much part of the Greek tradition, flourished in Roman times. Many cities continued to host them, and individuals—the winner from Rhamnous who commissioned this relief, for example—gained much fame and fortune from their victories.	 Terracotta Panathenaic prize amphora showing a chariot race with the Goddess Athena represented on the back. The artist conveys the speed of the chariot by the position of the horses who appear to be flying over the ground.



Terracotta Panathenaic prize amphoras (jars) showing a running race at the Olympic games.



The Townley Diskobolos

The Diskobolos of Myron is a Greek sculpture that represents a youthful ancient Greek athlete, poised as if ready to spin around and release the discus. The original Greek bronze dates from about 460–450 BC and is lost, but the work is known through numerous Roman copies in marble, a cheaper material than bronze.

This particular copy has an incorrectly restored head, that was allegedly found nearby when it was excavated in Hadrian's Villa at Tivoli. It was common in the eighteenth century to "restore" ancient sculptures without proof that the restored elements actually belonged together: clients and collectors generally desired completeness rather than authenticity.

Draw comparisons about the Olympic games from Ancient Greece to our modern-day games.

Key Vocabulary: archaeology, temples, theatre, religious beliefs

Session 6: **What are the legacies of Ancient Greece?**

Substantive knowledge: Know the influence Ancient Greece culture had on the western world.

Disciplinary knowledge: Chronology – Who came after the Ancient Greeks? How did the Ancient Greeks influence the Romans?

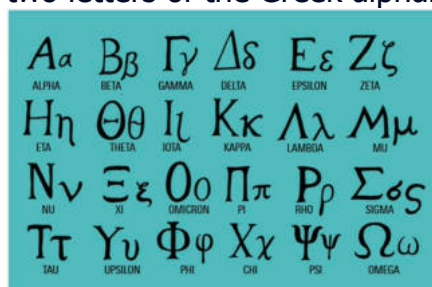
Significance –What impact did the Ancient Greeks have on the modern world? Which significant Greek figures still have influence today?

Investigating Sources – What does Ancient Greek archology teach us about the Ancient Greeks?

Discuss the meaning of the term 'legacy'.

Investigate the life of Alexander the Great and his role in spreading Greek culture.

Provide the children with a copy of the Greek alphabet with the names of the letters and how they are pronounced. Investigate which letters are the same as we use today and which are different. Discuss the etymology of the word 'alphabet' (The word alphabet comes from the first two letters of the Greek alphabet: alpha and beta).



Discuss how many English words have Greek roots. Explore common root words/ spelling rules we use that derive from the Greek language.

Discuss the lasting impact of Greek culture.

Explore Ancient Greek myths such as The Labours of Heracles, Medusa and Thesus and the Minotaur.



Terracotta kylix: eye-cup (drinking cup)

Obverse and reverse, between eyes, Theseus and the Minotaur
In Greek mythology, Athens was once subject to King Minos of Crete and was obliged to send a yearly tribute of seven youths and seven maidens. They either lost their way in the king's labyrinthine palace or were consumed by the Minotaur, part man and part bull. Theseus, with the help of Ariadne, Minos' daughter, killed the monstrous creature. The episode appears here with youths and maidens as spectators.



Terracotta amphora (jar)
Obverse, Theseus slaying the Minotaur After Herakles, Theseus is the major hero in Athenian iconography. He was credited with uniting the principalities of Attica and with numerous exploits. Here he kills the Minotaur (part-man, part-bull) in the palace of King Minos on Crete.



Terracotta bowl

The figure may represent Hercules performing one of his twelve labors—carrying off the Erymanthian boar, a scene that was long familiar from Greek art.



Amphora depicting Heracles slaying the Stymphalian birds (swans) with sling: On the left Heracles stands to right, in a short purple chiton with lion's skin over head and body, quiver slung at back; the swans are sixteen in number, of which one flies away behind him, five forming a lowermost row have not risen the remaining ten fly about in confusion.



Coins

Head of Hercules, right, bearded, wearing lion-skin. (obverse)
Lion, right; above, club; in exergue, denominational mark. (reverse)



Copper alloy coin.

Head of Hercules, right; below, club; dotted border. (obverse)

Pegasus, right; above, club. (reverse)



Discuss how Greek culture made incredible contributions to Maths and Science. Tell or investigate Ancient Greek scientists, philosophers and mathematicians such as Aristotle, Aesop and Pythagoras.

Discuss how Ancient Greece became a part of the Roman Empire and continued to spread Greek ideas throughout their empire. The influence of Ancient Greek culture was felt for centuries after it ended (in language, politics, educational systems, philosophy, science, and the arts). Much of the Roman Empire, which immediately followed the Greek civilization, was based on its predecessor's way of life.

Key Vocabulary: legacy, culture, philosopher