ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: Ancient Greece TERM: Autumn 1 YEAR GROUP: 6

THE BIG QUESTION	
In what ways have the Ancient Greeks influenced our lives today?	
END OF UNIT OUTCOME	(Linked to The Big Question) Revision Clock – explaining the different elements that the children have found based on their study of Ancient Greece during the unit including a separate section on LEGACY that they can think of themselves
OBJECTIVES	Ancient Greece – a study of Greek life and achievements and their influence on the western world
CONCEPT: Legacy	Legacy of the Ancient Greeks
LESSON 1 QUESTION	**How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?**
KEY KNOWLEDGE	Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp hat these feature frequently in Greek legends. They can locate Ancient Greece, Crete, Athens and Sparta on a map. Pupils can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings Pupils grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots

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<table>
<tr><td>RICH TASK</td><td colspan="3">Introduce The Big Question – what do they already know about Ancient Greece?
Explore KO – copy in book after title page and paper copy home – section with Greek timeline at the base of the KO

Fastest Finger First Activity: To make pupils' introduction to the geography of Greece as hands on as possible, pupils are given a relief map of Greece today from an atlas. Pairs take it in turns to find a feature of the landscape and then see who can get the most points. The key points that need to emerge are:

• Long coastline
• Indented coast: lots of bays not straight coastlines
• Mostly mountainous interior, mainly rugged limestone. This made movement by land very difficult, hence reliance on the sea
• Few areas of land suitable for farming crops
• Lots of islands used as links to other neighbouring countries.
Introduce some of the key sites that pupils will be encountering to help familiarise themselves with the country. Stress to the children that most of their attention in the topic will be focussed on the Golden Age of Athens in 6th and 5th century BC. Pupils will see the role of war as a theme throughout.

Ask the children how can we possibly know about these events? This brings up two key points: the physical evidence that has remained; and the part myths and legends have played

To consolidate this evidence-based learning, children will have the roles of detectives trying to prove that the legend of Theseus and the Minotaur may actually have been a fact. As they see on-screen images of key objects that were part of the story, they can think about what we might find if we were archaeologists setting out to dig for evidence?

Clearly the black sails will no longer be with us, or Ariadne's thread; but what about the maze itself? And where did it all take place? Might there be any remains of the palace itself?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – images, artefacts, story, Theseus and the minotaur clip, timeline, KO
C – children to think like historians and determine which evidence is the most useful and reliable and why this is</td></tr>
<tr><td>KEY VOCABULARY</td><td>Coastline
Golden Age of Athens
5th Century BC
Minotaur
Physical evidence</td><td>RESOURCES</td><td>KeyStage History PowerPoints
Video Clip of myth and legend
Images
Atlas</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">What was life like for women in Ancient Greece?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Step 1</td></tr>
</table>

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	The enquiry starts with a mystery picture. Pupils are asked to speculate about what it shows. Four options are given, not all of them serious. The women are actually making bread but the children could not be expected to know that. What is important here is the fact that we have to be tentative when drawing conclusions. No objects arrive in museums with an explanatory luggage label attached. Sometimes historians have to make informed guesses based on the evidence available which might be incomplete. This sets the tone for the lesson – it is OK not to be sure so we can use words such as 'might be, could be, possibly, perhaps, or the evidence suggests'. This is all part of good historical writing. The other important issue and one that drives the whole enquiry is whether women left the house or not. Ask the pupils what this first piece of evidence seems to suggest. **Step 2** Now focus on the main enquiry. What was life really like for women in Ancient Greece? PowerPoint Slide 4 makes the important point that the first slide did not show a typical view of all women . **Step 3** To help pupils to engage with the evidence base, slide 6 introduces pupils to a vase painting which shows women collecting water from a fountain. Four features are identified. The PowerPoint places a shape over each followed by the answer after pupils have had a chance to think. Clearly women are outside the house. But equally clearly the women are slaves. This point is key. **Step 4** Slide 6 focuses pupils' attention on the dearth of evidence relating to women. Four options are offered which you could turn into a Who Wants to Be Millionaire, with accompanying soundtrack. **Step 5** Now turn to the written sources, outlined on slides 9,10 and 11 and to extracts from library books on slides 13,14,and 15. What do they tell us about the role of women? **Step 6** The focus now shifts to asking if children can write their own account of life for women in ancient Greece. Before they do so, they need to consider the criteria for a good account, shown on slide 16. They must mention different classes, especially slaves. They also need to stress the uncertainty caused by lack of evidence. **Step 7** Now is the time for pupils to evaluate an example of a written account before they start writing. How good is it? The PowerPoint slide 18 shows how it could be analysed.

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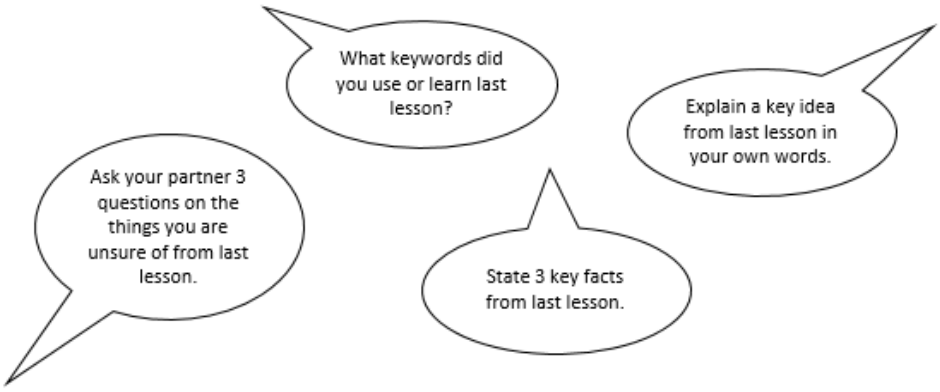
<table>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – Children to have time to discuss and make jottings about the following from last lesson:


Revise KO – section about women in Ancient Greece - pictures in the middle
Children to create a retrieval organiser – depicting what life was like for women in Ancient Greece. (Reduce it, transform it and debate it)</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – power point with evidence sources, use of A5 jotters, partner talk, KO, images as well as text sources
C – Ensure that children depict what life was like for women from the rich to the poor. Encourage children to evidence their findings and think about how reliable these sources are and why throughout the lesson.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Slaves
Classes
Seldom</td><td>RESOURCES</td><td>Power point from Key Stage History
Images
Text
Highlighters
Research organiser</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How were things decided in Ancient Greece?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">In ancient Athens, citizens would gather together on a dusty hill called the Pnyx. Here they would decide the city's laws and who should sit on its ruling council. This was 'democracy' or 'rule by the people'.

All 30,000 citizens were men. Women and slaves didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else's turn.

Explain that in Ancient Greece a clever system was designed as a safeguard for protecting democracy, it was a harsh and unforgiving punishment, often meted out to individuals who were becoming too personally powerful, or who threatened the positions of those who already had great influence
Ostracism literally means 'judgement by shards' because shards of pottery, the cheapest writing material, were used for the voting. Once a year, the popular assembly would take a vote to decide whether ostracism was to be held that year. If so, two months later the question would be put to the people in a strictly supervised</td></tr>
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<table>
<tr><td></td><td colspan="3">meeting within the agora, or marketplace. Citizens would scratch on to their pottery shard – or have scratched for them – the name of the person they wanted ostracized. The top name on the list would then be exiled from Athens for 10 years.

A quorum, or minimum number, of 6000 citizens was required for the vote to be valid.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – Four puzzle pieces of evidence from last lesson – what is the link and can they explain life for women in Ancient Greece
Revise KO – key vocabulary in vocab top ten!
Task – children to think about what is happening in the mystery picture of a man placing an Ostracon in a bowl. What do they think is happening and why?
Children to create their own Ostracon with a black wax crayon – they will write a secret name in Greek which others have to decipher using the Greek alphabet.
After this put children into a modern-day situation where they have to decide who the exile from Greece – evil Disney character link using a water clock.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – practical activity creating their own Ostracon, images, Disney scenario to bring the democracy to life in an appropriate context.
C – children to be accurate and look at the similarities and differences between the Greek alphabet and our own. Opportunity for cops and robbers' task at the end to recall and share key knowledge from the lesson</td></tr>
<tr><td>KEY VOCABULARY</td><td>Democracy
Pynx
Ostracons
Water clock</td><td>RESOURCES</td><td>Broken pieces of pottery
Black wax crayons
Tooth picks</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">What happened at the Olympic Games?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">The Pentathlon was made up of five different events and took place on the afternoon of day two of the ancient Greek Olympic Games. If one athlete won the first three events – discus, javelin and jumping – the final two events, running and wrestling, were cancelled.

Discus Throwing - This was the first of the five events. To ensure fairness, three official discuses were kept at Olympia and we believe that throwers made a three-quarter turn before throwing. Most surviving ancient discuses are made from bronze.

Javelin Throwing - Javelins were made from elder wood and were made to be about the height of the athlete. Athletic javelins were made lighter than military ones, to throw for distance. Javelins were thrown using a leather thong wrapped around the shaft. This would unwind to make the shaft spin and ensure a steadier flight.

Long Jump - We believe that the long jump was a standing jump, using two weights called halteres. These halteres would be made from stone or metal, probably lead.</td></tr>
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<tr><td></td><td colspan="3">The style of the weights changed with time. Pegs in the ground marked previous jumps in the competition. The long jump was often accompanied by music.

Running - If there were no winner after the first three events, the next would be running. This would usually be a sprint, one or two lengths of the stadium.
There was a starting block of grooved stone and the athletes stood with arms stretched forward, one foot in front of the other. False starts were punished by flogging. Reaching the turning post could cause collisions, fouling and cheating during the turn.

Wrestling – this was the last event. The wrestlers were covered in oil so it was hard for them to get a grip on each other. If an athlete's back or shoulders touched the ground, it was a "fall". Three falls won the fight. Fights went on until there was a winner. Refereeing was easy, as sand from the ground showed if shoulders or back had touched.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – Key word definition retrieval – water clock, Pynx, Ostracons, democracy - can children write a definition to match the word?
Revise KO – Olympic Games
Task 1 – Show children mystery picture concerned with the ancient Olympics but obliquely. Can they work out what each part of the picture means?
Task 2 - One of the unusual features of the long jump in ancient times was that they carried weights or halters. Slide 5 shows these in detail. Can the pupils work out why they were used? Surely they were an impediment. The key piece of information they need, of course, is the fact that in ancient Greece it was a standing jump. Try it out in the hall with small bean bags. Can the children get enough upward thrust to take them further? Or do they think the main use was to help them balance.
Task 3 - This brief but effective task challenges the pupils to work out what else about the Games was important to the Greeks, apart from athletic events. They look through a programme of events and try to find out the two other main things that mattered to the Greeks. It should soon become obvious that there was a strong religious element as well as the Games being used to practice events that would help them in war time. Pupils use three colours to highlight each event, one colour for religion (prayers, sacrifices), one for sport, one for preparing for war (chariot racing etc).
Task 4 – Create a concept wheel explaining what life was like during the Ancient Greek Olympics</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – a range of different activities to explore the concept of the ancient Greek Olympics
C – can children justify their ideas with evidence that exists today – become a true historian</td></tr>
<tr><td>KEY VOCABULARY</td><td>Pentathlon
Olympics
Athletics
Sacrifice
Long jump</td><td>RESOURCES</td><td>Bean bags
Images
KS2 jotters</td></tr>
</table>

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LESSON 5 QUESTION	**What can we tell about the Ancient Greeks from their interest in the theatre?**
KEY KNOWLEDGE	Features of Ancient Greek Theatre: There are probably 8 features that pupils should be capable of spotting. 1. They were open-air 2. They were bowl-shaped 3. They were built into the hill-side 4. They were often very big (holding an audience of over 15,000) 5. There was a stage at the bottom on the flat 6. People sat on stone benches, in rows one row above another like cinemas today 7. Actors wore masks 8. The stage was semi-circular/circular.
RICH TASK	Retrieval practice activity – Olympics connect four task Revise KO – Greek theatre section of the KO Task 1 - To start, pupils are shown a series of 4 images of Ancient Greek theatres both those that have survived and artists' illustrations of how they might have looked. From these, pupils have to find 6 features that they think would be typical of Ancient Greek theatres. Task 2 - The next step is to broaden out the topic and ask pupils to carry out **research** of their own in groups on what theatres in Ancient Greece were like. A simple starting point might be the a BBC film: BBC Bitesize – Watch: What did the ancient Greeks do for us?. Ask pupils to be thinking about which questions the video addresses and which they think they need to investigate – giving them a frame for their research Task 3 - Working in groups of no more than three, pupils are given 12 statements about Greek theatres which they have to place on a Truth Spectrum provided. This is more subtle than true or false as it allows pupils to think about areas of certainty too. This helps to build pupils' language of probability so that they confidently start using words such as 'definitely', mostly, 'perhaps' 'might' 'probably', 'possibly', 'some people think' etc. Task 4 – After watching the video clip ask children to come up with a bank of 'key words or phrases'. These can then become answers. Get children to choose four answers and based on their knowledge and independent research, ask them to come up with four appropriate questions to go with them.

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SUPPORT AND CHALLENGE	S – truth spectrum rather than a simple true or false activity, paired work, class discussion, jottings and notes, video clips C – answer task 3, children to make their questions as detailed as possible with appropriate language and historical vocabulary, they can always come up with more than one question per answer too		
KEY VOCABULARY	Comedies Tragedies Theatre Plays Actors	**RESOURCES**	Truth spectrum Statements Images BBC video – Greek theatre
LESSON 6 QUESTION	**In what ways have the Ancient Greeks influenced our lives today?**		
KEY KNOWLEDGE	Pupils have lots of cut up photocopy images of the ways Ancient Greece has influence on our world today, all placed under a cloth. Pupils have to work in pairs to retrieve one picture and then identify it, not that easy as you have put 6 red herrings in there too! 1. Eureka – Greek word meaning 'I have found it! 2. Argosy – Sea voyage – named after 'The Argo', the ship from Homer's Jason and the Golden Fleece also poetic name for a large merchant ship 3. Alpha – Initial letter of Greek alphabet, equivalent to our letter 'A'. With 'beta' (second letter of Greek alphabet) makes the word 'alphabet'. 4. **Iron* – Red Herring 5. Marathon – a famous battle took place here where the out-numbered Greek army defeated the Persians. Greek soldier, Pheiddippides ran to Athens and possibly back again to ask for help. Modern Olympic event is named after his run 6. Archimedes screw method of raising water had a Greek inventor 7. * *Scissors* – Red Herring 8. Book of Greek myths and legends 9. Modern theatre in horseshoe shape 10. House of Commons – democracy 11. The alphabet 12. **Bullet train* – Red Herring 13. Building featuring columns etc reflecting Greek influence – White House 14. Parthenon (today) 15. Ostracons 16. **Baked beans tin* – Red Herring 17. Pythagoras theorem 18. Modern Olympic medal recipient. 19. Wooden Horse of Troy – legend 20. Omega – last letter of the Greek alphabet 21. * *Footbal*l – Red Herring 22. Olympic rings 23. Jury 24. **Crossword* – Red Herring		

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<table>
<tr><td></td><td colspan="3">25. **Computer – the inclusion of this might spark an interesting debate as to whether the Greeks and Romans had indeed developed a primitive form of computer although clearly this is a modern one which comes with chips!
26. Doctor examining a patient: The Hippocratic oath doctors have to swear is Greek</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge – can children come up with different elements that they have studied over the unit ready for the end of unit outcome
KO quiz – collect in scores too
Outcome linked to The Big Question – Revision Clock – also show examples too
What links to our concept have you found? – include a section on legacy based on the under the cloth activity today.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S - use work in books to support ideas
C – children to refer to evidence and specific sources that support what Ancient Greek life was like.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Legacy
Myths and legends
Theatre
Olympics
Democracy
EUREKA</td><td>RESOURCES</td><td>Revision clock sheet
Images
Cloth
Arranged seats in a circle in the classroom</td></tr>
</table>