

# ACET Junior Academies'

## Scheme of Work for history

### Unit 9: Ancient Greece



#### About this unit:

This is the final history Scheme of Work for Year 5 and the third of Key Stage 2 to cover an Ancient Civilisation. Pupils have previously studied the Ancient Civilisations of Egypt and Rome in addition to studying Stone Age to Iron Age Britain in lower Key Stage 2. In this unit, pupils will learn about who the Ancient Greeks were, life in Ancient Greece and key beliefs. They will also assess the significance of Alexander the Great and consider the Greek legacy. There will be opportunities throughout the unit to study a range of evidence which pupils should be starting to assess the reliability of. Pupils will also draw comparisons with their previous studies of Ancient Civilisations in particular in relation to the Romans. Throughout the unit, pupils will continue to develop their knowledge and understanding of key historical concepts in addition to developing a historical narrative. This will be continued in Year 6 with the unit on the Maya.

#### Unit structure

This unit is structured around six sequential history enquiries:

1. When, where and who were the Ancient Greeks?
2. 'Wot no women!' What was it like to live in Ancient Greece?
3. Why did Greeks visit the Oracle of Delphi?
4. Why was Alexander so Great?
5. What have the Greeks done for us?

#### National Curriculum unit:

- Ancient Greece - a study of Greek life and achievements and their influence on the western world.

#### Links to previous and future National Curriculum units:

- Changes in Britain from the Stone Age to the Iron Age. (Y3 HT2.1)
- The achievements of the earliest civilisations - Ancient Egypt. (Y3 HT3.1)
- The Roman Empire and its impact on Britain (Y4 HT1.1)
- A non-European society that provides contrast with British history - Mayan civilisation c.AD900 (Y6 HT3.1)

## Enquiry 1: When, where and who were the Ancient Greeks?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have previously learnt about the Stone Age to Iron Age in Britain, the Ancient Egyptians and the Romans. They should also have an understanding of BC/BCE and of what is meant by an empire.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Ancient Greece coincided with the Bronze and Iron Ages in Britain. It lasted around 1000 years before it was conquered by the Romans. Ancient Greece did not just include modern Greece. Ancient Greece was made up of lots of small city-states. Athens and Sparta were the two most powerful city states.</p> <p><b>Second order concepts:</b> (<i>What pupils should understand</i>) Chronology Similarity and difference.</p>	<ul style="list-style-type: none"> <li>- Chronology - place current study on timeline in relation to other studies using relevant terms and drawing comparisons to other time periods.</li> <li>- Range &amp; depth - study differences between people in time period studied.</li> </ul> <p><b>Key concepts:</b> BC/BCE Ancient Bronze Age Iron Age Romans Empire</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Locate Ancient Greece on a timeline in relation to other time periods they have studied?</li> <li>- Produce a timeline showing some of the key events?</li> <li>- Complete a map outlining the Greek Empire?</li> <li>- Identify and describe similarities and differences between Sparta and Athens?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>First pupils could be given some images of modern Greece - what do these tell us about Greece? Location, climate, physical features.</p> <p>Next pupils could locate Ancient Greece on the class timeline - what comes before? What comes after? What was happening in Britain at this time? Also highlight the longevity of Ancient Greece compared to other time periods they have studied. Pupils could then produce their own timeline with key events - when do most events seem to have happened? - highlight the classical period 500BC to 323BC which marked the height of Greek power. When did Ancient Greece end? Why? NB. Remember here to reiterate BC and the counting back from zero. Link to negative numbers.</p> <p>Finally get pupils to locate Ancient Greece on a map - which modern countries did it cover. The children could produce a map of Ancient Greece - mark on the city states of Athens, Sparta, Marathon and Troy etc. Explain that the states had their own money, rulers and laws and would often fight each other but shared the same language and religion and would support each other against a common enemy eg. Persia. Pupils could research Athens and Sparta finding out similarities and differences.</p>		<p>Range of pictures showing modern Greece.</p> <p>Timeline with key dates/events cards.</p> <p>Map of the Greek Empire for pupils to complete.</p> <p>Worksheet for similarities/differences between Athens and Sparta.</p>	<p>Freeman and Nichol, <i>Teaching the Ancient Greeks</i>, Primary History 71, Autumn 2015.</p> <p>Wilkinson, <i>Ancient Greece Pupil Book</i> (2019) - has a clear timeline with key dates and events.</p> <p><a href="http://www.history.org.uk">www.history.org.uk</a> and search for Ancient Greeks.</p> <p>For pupil friendly information and an interactive map: <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>For a pupil friendly outline of the city states of Sparta and Athens: Deary, <i>Horrible Histories: The Groovy Greeks</i> (1996)</p> <p>There are also clips from Horrible Histories on the Spartans and Athenians: <a href="https://www.bbc.co.uk/cbbc/shows/horrible-histories">https://www.bbc.co.uk/cbbc/shows/horrible-histories</a></p>	

## Enquiry 2: 'Wot no women!' What was it like to live in Ancient Greece?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils should now know that the Ancient Greeks were around 3000 years ago - around the same time as the Bronze and Iron Age in Britain. They will also know that the climate and physical features of the Greek Empire were different to Britain and that the Empire was split into city states each of which had similarities and differences.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) We can learn about the Ancient Greeks from written sources and artefacts although not all sources are reliable. Life in Ancient Greece was similar and different to life in Iron Age Britain. Life in Ancient Greece differed for different groups and between city states. There are stories about some women in Ancient Greece doing things differently but these may not be true.</p> <p><b>Second order concepts:</b> (<i>What pupils should understand</i>) Similarity and difference Interpretation</p>	<ul style="list-style-type: none"> <li>- Range &amp; depth - study different aspects of different people and compare life between time periods.</li> <li>- Enquiry - identify different types of evidence and make inferences from them starting to assess reliability.</li> </ul> <p><b>Key concepts:</b></p> <p>Source Evidence Artefact Myths and legends Diversity</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify evidence in a source which may not be reliable?</li> <li>- Make inferences from artefacts?</li> <li>- Research the life of key group in Ancient Greece and identify similarities and differences both within and between time periods?</li> <li>- Assess two interpretations and explain which they agree with and why?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>First of all pupils need to understand that our knowledge of Ancient Greece comes from both written sources and archaeological evidence. Pupils could read/watch the story of 'Jason and the Golden Fleece' - what can we tell from the story about Ancient Greece? What is probably true? What isn't?</p> <p>Next, pupils could investigate a range of artefacts - what do they tell us about life in Ancient Greece - if appropriate, you could recreate an archaeological dig like in previous units. Pupils should look at the artefacts and make inferences about life in Ancient Greece - pupils could also draw comparisons between the Iron Age in Britain and life in Ancient Greece.</p> <p>Pupils could then move onto looking at family life in Ancient Greece - use the BBC website to introduce the key groups - men, women, children slaves. Pupils could be split into groups and research their key group before presenting their findings to the rest of the class - remember it is important to consider the similarities and differences between social groups. Pupils could also make links to life in Iron Age Britain at the same time. <i>NB. Y3 should have just learnt about this. Could they be invited in?</i></p> <p>Finally, pupils could look at women who defied expectation in Ancient Greece - have a look at the stories and from what they know are they probably fact or fiction? This could then lead onto looking at two interpretations of women in Ancient Greece - which do they agree with? Pupils could then have a go at writing their own interpretation.</p>		<p>Copy of 'Jason and the Golden Fleece' - either video clip or text.</p> <p>Pictures of Ancient Greek artefacts.</p> <p>Information packs on different groups in Greek society.</p> <p>Stories of women in Ancient Greece.</p> <p>Interpretations of women in Ancient Greece.</p>	<p>Freeman and Nichol, <i>Teaching the Ancient Greeks</i>, Primary History 71, Autumn 2015.</p> <p>For background information and interpretations of women: Wilkinson, <i>Ancient Greece Pupil Book</i> (2019) <a href="http://www.history.org.uk">www.history.org.uk</a> and search for Ancient Greeks.</p> <p>For an outline of the story of Jason and the Golden Fleece: <a href="http://www.bbc.co.uk/history/ancient/greeks/jason_01.shtml">http://www.bbc.co.uk/history/ancient/greeks/jason_01.shtml</a></p> <p>For artefacts on Ancient Greece: <a href="http://www.bbc.co.uk/ahistoryoftheworld/exploreraltf1ash/?tag=47&amp;tagname=Ancient+Greece">http://www.bbc.co.uk/ahistoryoftheworld/exploreraltf1ash/?tag=47&amp;tagname=Ancient+Greece</a></p> <p>For pupil friendly information on family life: <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/article/zc8yb9q">https://www.bbc.co.uk/bitesize/topics/z87tn39/article/zc8yb9q</a></p> <p>For some examples of women who defied expectations: Wilkinson, 'Wot no women!', Primary History 76, summer 2017.</p>	

### Enquiry 3: Why did Ancient Greeks visit the Oracle of Delphi?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils may have already started to understand that the Ancient Greeks were very religious. They will also have looked at religion in previous Ancient societies they have studied.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Religion was very important to the Ancient Greeks. They worshipped a range of different gods and goddesses and built temples for them. Ancient Greeks believed that oracles or soothsayers were the voices of the gods and asked them for advice with important decisions. The most famous oracle was at Delphi.</p> <p><b>Second order concepts:</b> (<i>What pupils should understand</i>) Similarity and difference</p>	<ul style="list-style-type: none"> <li>- Chronology - make comparisons with different time in history.</li> <li>- Range and depth - compare an aspect of life with the same aspect in another period.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Explain why religion was important to the Ancient Greeks?</li> <li>- Identify and describe some Greek gods and goddesses, and a visit to an oracle?</li> <li>- Identify ways in which religion was similar/different across the ancient societies they have studied?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
		<b>Key concepts:</b>		
		Religion Beliefs Gods/goddesses Temple		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could first of all look at a picture of the Temple to Athena in Athens - what do you think it was used for? Do you think it was an important building? Why? etc. Explain that Athena was the goddess of Athens and temples like this were built in Athens to her. This could then lead into an outline of the importance of religion and gods to the Ancient Greeks - <b>emphasise that just like the Egyptians, Stone Age Britons and Romans, the Greeks had a range of gods who they thought it was important were kept happy.</b></p> <p>Next pupils could research some of the Greek gods and goddesses - pupils could use the descriptions of the gods/goddesses to create their own statue or drawing like the Greeks did. <b>Are the names of any of the gods/goddesses familiar - link to the Romans and their gods/goddesses which they adopted from the Greeks.</b></p> <p>Finally, pupils could locate Delphi on the map of the empire. Explain that no Ancient Greek would ever make a big decision in life without consulting an oracle or a soothsayer - it was said that they were the voices of the gods - the most famous was the Oracle of Delphi. Pupils could create a storyboard outlining a visit to the Oracle at Delphi or pupils could take part in a role play recreating a visit! <b>Link to previous studies - how is this similar/different to other ancient societies and worship?</b></p>		<p>Picture of Parthenon/Temple to Athena - include questions around for pupils to answer.</p> <p>Information on a selection of Greek gods/goddesses.</p> <p>Map of Ancient Greece.</p> <p>Outline of what happened when someone visited an oracle - could be put onto cards for pupils to sort.</p> <p>Storyboard worksheet.</p>	<p>Freeman and Nichol, <i>Teaching the Ancient Greeks</i>, Primary History 71, Autumn 2015.</p> <p>Wilkinson, <i>Ancient Greece Pupil Book</i> (2019)</p> <p><a href="http://www.history.org.uk">www.history.org.uk</a> and search for Ancient Greeks.</p> <p>For information on the Ancient Greek gods: <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/article/s/zqt7mp3">https://www.bbc.co.uk/bitesize/topics/z87tn39/article/s/zqt7mp3</a></p> <p>Or try the British Museum for a comprehensive list: <a href="http://www.ancientgreece.co.uk/gods/explore/exp_set.html">http://www.ancientgreece.co.uk/gods/explore/exp_set.html</a></p> <p>For a video on the Oracle of Delphi: <a href="https://www.britannica.com/video/180008/oracle-Delphi">https://www.britannica.com/video/180008/oracle-Delphi</a></p>	

## Enquiry 4: Why was Alexander so Great?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils should have started to understand that the Greeks were great soldiers. They will also have learnt during their studies of the Romans, why the Roman army was successful.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) The Greeks had a powerful army (and navy). The Greeks used similar methods to the Romans. The Greeks fought each other as well as joining together to fight enemies such as the Persians. Alexander the Great was a great general who conquered a huge area of land and spread Greek culture.</p> <p><b>Second order concepts:</b> (What pupils should understand) Significance Cause and consequence</p>	<ul style="list-style-type: none"> <li>- Chronology - make comparisons between different times in history.</li> <li>- Range &amp; depth - examine causes and consequences of great events.</li> <li>- Enquiry - use evidence to build up a picture of the past.</li> </ul> <p><b>Key concepts:</b></p> <p>Army Empire Conquer Tactics</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Describe some tactics used by Greek soldiers and make comparisons with the Romans?</li> <li>- Describe who Alexander the Great was and what he did?</li> <li>- Explain why Alexander the Great was significant?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>Pupils could start by reading through the story of the Trojan horse - pupils could make inferences - what can you infer about the Greek army? Next pupils could label a diagram of a Greek soldier and recreate a phalanx or shield wall - what are the strengths/weaknesses of this formation? <b>Link to Roman armour and battle formations - remember that the Romans probably copied many of their ideas from the Greeks!</b></p> <p>Next explain to pupils that although the Greek city states often fought each other, they joined together to fight the Persians - link to Alexander the Great - greatest Greek general. Pupils could read a biography of Alexander and create a timeline or storyboard of his life. They could then colour a map showing the areas Alexander managed to conquer - after his death at the age of 33, his Empire collapsed.</p> <p>Finally pupils could assess the significance of Alexander - from the biography they could then create cards about why he was important - he spread Greek influence, language and culture over a huge area, established Alexandria in Egypt (important for learning and trade) and started the Hellenistic age of Greek history. Use Dawson's criteria for significance or ask students to devise their own. Pupils could then design their own plaque for Alexander the Great.</p> <p><i>NB. This enquiry could be extended by comparing Alexander to other significant Greeks.</i></p>		<p>Copy of the story of the Trojan horse.</p> <p>Diagram of a Greek soldier.</p> <p>Copy of a biography of Alexander the Great.</p> <p>Map showing the Empire under Alexander.</p> <p>Tick list for assessing significance.</p>	<p>For information on Greek soldiers and key battles: <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx</a></p> <p>For background information on Alexander the Great: <a href="http://www.bbc.co.uk/history/historic_figures/alexander_the_great.shtml">http://www.bbc.co.uk/history/historic_figures/alexander_the_great.shtml</a></p> <p>For more pupil friendly information: <a href="https://www.ducksters.com/biography/alexander_the_great.php">https://www.ducksters.com/biography/alexander_the_great.php</a></p> <p>For a Horrible Histories song on Alexander the Great: Horrible Histories - series 5, episode 6</p> <p>For an outline of Alexander, scroll down the page to the pictures of the people and click on Alexander. Other notable Greeks are also included: <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn</a></p> <p>For Ian Dawson's criteria for significance: <a href="http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html">http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</a></p>	

## Enquiry 5: What have the Greeks ever done for us?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>When studying the Romans, pupils will have learnt about the Roman legacy throughout the unit, they should also have made comparisons with previous units of study.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The Greeks left a huge legacy - influenced architecture, democracy, maps, history, Olympics, maths, science etc.</p> <p><b>Second order concepts:</b> <i>(What pupils should understand)</i> Significance</p>	<ul style="list-style-type: none"> <li>- Enquiry - select relevant sections of information.</li> <li>- Organisation &amp; communication - organised information in a variety of ways using key terms.</li> </ul> <p><b>Key concepts:</b></p> <p>Ancient Greece Legacy Evidence Democracy</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify features of the Greek legacy?</li> <li>- Research different features of the Greek legacy?</li> <li>- Explain what they think is the most important thing that the Greeks have done for us?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could first of all watch the short BBC clip on the website - they could note down the Greek legacy.</p> <p>Next pupils could research a range of things that the Greeks have done for us - categorise into groups such as art and culture, sport, politics, architecture, geography, mathematics, language etc. This could be done as a carousel activity over a few different sessions so that pupils have the chance to look at a range of things.</p> <p>Finally, pupils could review their research and decide what was the greatest thing that the Greeks have done for us? This could lead to a class debate, a presentation, an extended piece of writing or a display.</p> <p><i>NB. If it is an Olympic year, you may wish to focus purely on or spend more time on the Olympics comparing the Greek and modern games. You could also take the opportunity to have a debate with Y4 who studied the Romans in HT1.1 - did the Romans simply copy the Greeks? Who left the greatest legacy?</i></p>		<p>Video from the BBC website.</p> <p>Information packs on the Greek legacy.</p> <p>Worksheet for recording research/findings.</p>	<p>Freeman and Nichol, <i>Teaching the Ancient Greeks</i>, Primary History 71, Autumn 2015.</p> <p>Wilkinson, <i>Ancient Greece Pupil Book</i> (2019) <a href="http://www.history.org.uk">www.history.org.uk</a> and search for Ancient Greeks.</p> <p>For the BBC clip on the Greek legacy: <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn</a></p> <p>Search for 'What did the Ancient Greeks do for us?': <a href="http://www.historyextra.com">www.historyextra.com</a></p> <p>The British museum has a whole online guide to the Greeks including a good section on the Olympic Games: <a href="http://www.ancientgreece.co.uk">www.ancientgreece.co.uk</a></p> <p>For history of the ancient Olympics: <a href="http://www.olympic.org">www.olympic.org</a></p>	

## END POINTS:

### Knowledge and second order concepts:

#### Substantive knowledge:

(What the children should know)

This is not an exhaustive list but an outline of what might be expected:

- Ancient Greece was made up of lots of small city-states that spent a lot of time fighting each other as well as fighting other countries.
- Athens and Sparta were the two most powerful city states.
- Ancient Greece was important for around 1000 years before it was conquered by the Romans.
- The Greeks had a powerful army (and navy). Their greatest general was Alexander the Great who conquered a huge area of land and spread Greek ideas.
- There was great diversity in Ancient Greece between different social groups.
- Religion was very important to them and they had lots of gods and goddesses.
- The Greeks have left a great legacy - the Romans adopted many Greek ideas.

Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.112.

#### Second order concepts:

Children should start to have an understanding of:

cause and consequence  
similarity and difference  
significance  
chronology

### Key concepts developed:

BC/BCE

Ancient

Army

Artefact

Beliefs

Conquer

Democracy

Diversity

Empire

Evidence

Gods/goddesses

Legacy

Myths and legends

Religion

Source

Tactics

Temple

### Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- place events on a timeline developing understanding of BC/BCE.
- identify key information in a source and make inferences.
- investigated a range of sources and started to understand that not all evidence is reliable.
- understand that there are different interpretations of the past.
- conduct their own research increasingly independently.
- use criteria when judging significance.
- ask and pose questions about the enquiry.
- present their findings in a variety of ways including extended writing.

### The next step ...

This unit has allowed pupils to draw comparisons between the Ancient Greeks and other civilisations they have studied. Pupils will have studied a range of sources and should be starting to understand that not all evidence from the past is reliable. They will also have assessed different interpretations and formed their own based upon historical evidence so building upon skills already developed in Year 5. In the next unit, pupils will continue to develop these skills through their study of the Second World War before moving onto the Maya - another Ancient Civilisation which has some similarities with those they have already studied.