

**SUBJECT:**History

**THEME:**  GREAT CIVILISATIONS

**TERM:** Summer 1

**EXPEDITION:**The Ancient Greeks

**KEY QUESTION:** What are the greatest achievements of the Ancient Greeks and what is their most significant legacy?



**EXPEDITION OVERVIEW:**



Discover the lasting influence of the Ancient Greeks on the western world. Investigate the timeline and four main periods of the Greek Empire. Explore different kinds of historical sources and evaluate their usefulness. Research democracy. Examine the exciting Olympics and its modern legacy. Marvel at Alexander the Great and the empire under his leadership.

This Expedition looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at conflict in Ancient Greece and then Alexander the Great. Children will conclude their learning with a final response to the main historical enquiry, 'What were the greatest achievements of Ancient Greece?'

Cultural Capital:

Know Greek Legends: Hercules, Icarus, Persephone, Perseus, Theseus

Science Capital:

Know that evidence is provided by archaeologists. Know what an archaeologist does,

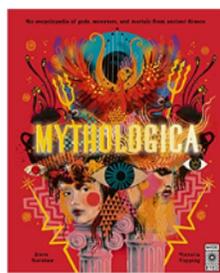
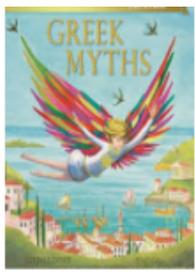
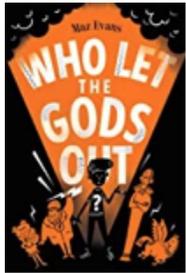
British Values:

Democracy - Understand the different forms of government – (democracy, autocracy, and city states.)

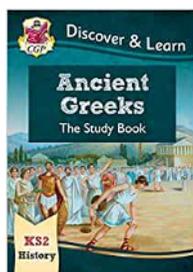
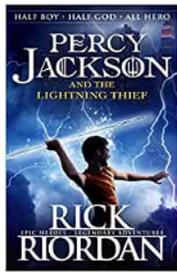
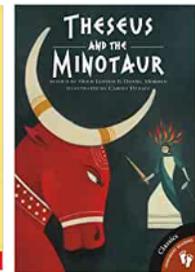
Understand how British Democracy developed from Athenian Democracy and notice the similarities and differences.

Supporting Texts:

*Who Lets the Gods Out – Maz Evans; Mythologica*



Other books include:



# Key Question (To be answered using the following key skills and learning):

## What are the greatest achievements of the Ancient Greeks and what is their most significant legacy?



### Skills:



**HISTORY KEY CONCEPTS:** These are areas of substantive knowledge within our curriculum which are repeated during their Voyage through the school.

Key Concepts and Substantive Knowledge: (text in bold are key areas of focus in this expedition)



hierarchy & power - (**empire** , **equality, government, monarchy** , oppression, peasantry, privilege, **rebellion** , **slavery**)



society, community & culture (**architecture, art, civilisation** , communication, industry , migration , **myth, nation, religion,**

**settlement** , story, trade )



conflict & disaster (**conquest, surrender**)



exploration & invasion

### Skills:



Order/Chronology: **Research, Compare**, Describe, Observe, Identify, **Sequence**, Understand, Conclude, Make judgements



Similarity & Difference: **Research, Compare**, Describe, **Observe, Identify**, Sequence, **Understand, Conclude, Make judgements**



Change & Continuity: **Research, Compare, Describe**, Observe, **Identify**, Sequence, **Understand, Conclude, Make judgements**



Cause and Consequence: **Research, Compare, Describe**, Observe, **Identify**, Sequence, **Understand, Conclude, Make judgements**



Historical Significance: **Research, Compare, Describe, Observe, Identify**, Sequence, **Understand, Conclude, Make judgements**



Evidence & Interpretation (sources): **Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements**

### Skills Progression for this Expedition:

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place events, artefacts and historical figures on a timeline using dates.  I can use BCE and CE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen.	I can suggest causes and consequences of some of the main events and changes in Greece.	I can begin to explain the concept of change over time.	I can begin to describe some of the social, ethnic, cultural and religious diversity of the past.	I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time.

## **Knowledge:**

Previous Learning: Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

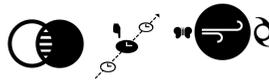
Interleaved from Year 3/4/5: The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.

New Learning: The children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, and will embed connections through continuing concepts from our Journey and Viking expeditions. They will notice connections, contrasts and trends over time and develop the appropriate use of historical terms. Through a progression of historically valid questions they will focus on changes, cause and consequence, similarity and difference, and significance.

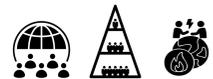
We will aim to answer a range of questions around location, chronological order of events, how artefacts were discovered, what life was like, why the Greeks were important, and what it tells us, who some leaders were and how they lived and who their Gods were and how this affected their way of living. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The lessons focus on how they began to trade in early Greece. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under Alexander the Great. Children will conclude their learning with a final response to the main historical enquiry, 'What were the greatest achievements of Ancient Greece?'

# What are the greatest achievements of the Ancient Greeks and what is their most significant legacy?

How did early Greece begin and what was it like there?		What were the some of the most significant parts of Greek society?		
Key Question	Key Question	Key Question	Key Question	Key Question
Where and when was Ancient Greece?	What was life like in Ancient Greece?	What is democracy?	What were the Ancient Greeks religious beliefs?	Who were the significant thinkers in Ancient Greece?
Skills	Skills	Skills	Skills	Skills
				
Key Concept	Key Concept	Key Concept	Key Concept	Key Concept
				
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge
				
Assessment	Assessment	Assessment	Assessment	Assessment
Cumulative Quiz: 1 -3	Cumulative Quiz: 4 - 9	Cumulative Quiz: 10 - 18	Oak	Oak

# What are the greatest achievements of the Ancient Greeks and what is their most significant legacy?

How did the Greeks expand their power and influence?		What were the some of the most significant parts of Greek society?		
Key Question	Key Question	Key Question	Key Question	Key Question
What were the significant conflicts in Ancient Greece?	Who was the most significant leader in Ancient Greece?	What were the Olympics and how are they significant today?	What were the Ancient Greeks contributions to Art and Architecture?	What were the greatest achievements of the Ancient Greeks?
Skills	Skills	Skills	Skills	Skills
				
Key Concept	Key Concept	Key Concept	Key Concept	Key Concept
				
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge
				
Assessment	Assessment	Assessment	Assessment	Assessment
Cumulative Quiz: 10 - 18	Cumulative Quiz: 19 - 24	Oak	DT/Art	Essay

The knowledge organisers below can be used to support children with interleaved quizzes. This will be in their books and is used for pre-teaching key vocabulary (to support oracy) and concepts.

# Ancient Greeks



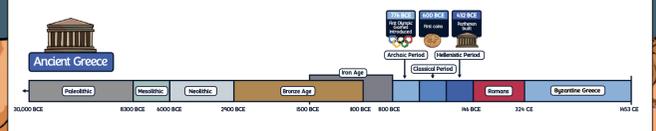
# Ancient Greece Knowledge Organiser

Timeline									
3000 B.C.	1200 B.C.	750 B.C.	770 B.C.	776 B.C.	600 B.C.	500 B.C.	431 B.C.	334 B.C.	146 B.C.
Minoan Civilization begins on Crete	The Trojan Wars	Greeks set sail to set up colonies	First Greek alphabet created	First Olympic Games	First Greek coins are used	Democracy used in Athens	The Peloponnesian Wars begin	Alexander the Great conquests	Greece becomes part of the Roman Empire

Key Vocabulary	
<b>acropolis</b>	A large hill where city residents sought shelter and safety in times of war. Also, a meeting place for discussing issues.
<b>amphitheatre</b>	Outdoor theatre with seats on all sides where singing, dancing and even sacrificing took place.
<b>chiton</b>	The traditional single sheet used as clothing wrapped around the body.
<b>democracy</b>	A system of government in which citizens are able to vote in order to make decisions.
<b>Olympics</b>	Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus.
<b>Parthenon</b>	A former temple on the Athenian Acropolis dedicated to the goddess Athena.
<b>philosophy</b>	The practice of asking big questions with no clear/single answer. It means the 'love of wisdom'.
<b>pyxis</b>	A cylindrical box with a separate lid used to store trinkets, ornaments or cosmetics.
<b>Trojan Horse</b>	Wooden horse constructed by Greeks to obtain entry into the city of Troy. Soldiers hid inside and then sprang out!
<b>vase</b>	Pots made on a potter's wheel often painted with aspects of daily life from which historians have learned from.

General Knowledge	
<b>Gods</b>	Gods of love, rising from the sea, enchanting anyone who sees her. Daughter of Zeus Goddess of the city and farming. Her face is the olive and the bird's foot. Brother of Zeus and god of the underworld, ruling over the dead and god of wealth. He wears a helmet which makes him invisible. Son of Zeus Messenger of the gods with winged sandals making him the fastest of the gods. Carries a staff. Brother of Zeus and the second most powerful god. God of the sea who has a three-headed spear (trident) which can shake the earth. Lord of the sky and the rain god who hurls thunderbolts at those who displease him. The most powerful of the gods.
<b>Government, Democracy and Slavery</b>	Men were classed as free, only citizens and they could democratically vote. Women and slaves were not allowed. A jury of 500 citizens acted as jury and decided if anyone was guilty of law-breaking punishments included death. They could also vote on who they disliked and could get others banished from their city.

Famous Figures	
<b>Archimedes (287-212 B.C.)</b>	Mathematician and philosopher who found a way of measuring water by placing an object in it and seeing how far it rose. Hydrostatic. He jumped out of the bath and shouted 'Eureka!' meaning 'I found it!'.
<b>Alexander the Great (356-323 B.C.)</b>	King of Macedonia who conquered Greece, Persia, Egypt, and the Indian Valley, extending the empire as far away as India.
<b>Hippocrates (460-370 B.C.)</b>	A famous doctor known as the 'father of Western medicine'. Doctors today still take the 'Hippocratic Oath' promising to do their best for patients.
<b>Pericles (494-429 B.C.)</b>	Athenian general who led Athens during the war with Sparta. He made sure that the poor as well as the rich citizens could take part in government and valued art and education.



### How do we know about the Ancient Greeks?

Archaeological studies suggest that people have lived in the Hellenic (Greek) region for hundreds of thousands of years. There is evidence of **Paleolithic life** found in a cave near Thessaloniki - Petralona.

Hundreds of thousands of years later, one of the earliest and most advanced civilisations of the time flourished from 3000 BCE - 1500 BCE, the **Minoans** on the Greek island of Crete. These fascinating people have been considered essential to the **foundation of European civilisations** for centuries. Historians believe that the Minoans were the first advanced European civilisation. They built **huge buildings**, created **beautiful paintings** (frescoes), crafted **impressive tools**, invented **writing systems** and built a **vast trade network**. The Minoans lived on the **Isle of Crete**. Across this large island, they built magnificent palaces linked to towns and villages across the island by roads. We know about the Minoans because, in the early 1900s, an archaeologist called **Sir Arthur Evans** discovered the ruins of a large complex on the island of Crete. In c.1500 BCE, the Minoan civilisation came to an end. Archaeologists and historians are unsure about what happened to them, which remains a mystery.

**Artist's impression of the early hominid skull discovered in Petralona cave.**

### Greek city-states

From the 8th Century BCE, Greek city-states (called poleis) began to form. A city-state is like an **independent country**. It is made up of a city and its surrounding land. It is independent because it creates its own laws and governs itself. The most powerful city-states were **Athens, Sparta, Corinth, Argos and Thebes**. Although the city-states had a similar culture and language, they were not united and fought for dominance over the Hellenic region.

**Athenian Soldier**

Athens was a unique place as it housed a form of **democracy** where citizens could vote for decisions to be made, rather than a king or group of elders making the decision, which was more common at the time. Although there were similarities, Sparta was ruled differently from Athens. It had an **oligarchy** - a group of men ruled and made the laws for the city-state. Sparta believed greatly in war and battle and trained their children from a young age to become warriors. They gave women and girls more rights than other city-states and educated them.

**Spartan Soldier**

### Who ruled Ancient Greece?

Greece wasn't a single country in ancient times like today. It was made up of lots of smaller city-states. These states fought each other and often went to war.

**The Battle of Marathon**  
Under the rule of Darius I in 490 BCE, the **Persian army** outnumbered the Athenians at the Battle of Marathon, yet the **Athenians managed to achieve a dramatic victory**. The Greeks surprised their enemies by running downhill straight at the Persians.

**The Peloponnesian War**  
Sparta and Athens fought a long war, called the Peloponnesian War, from 431 to 404 BCE. Only the threat of invasion by outsiders made the Greeks forget their differences and fight on the same side.

**Alexander the Great**  
Their biggest enemy was the Persians, who tried to conquer Greece a few times, but the Greeks managed to fight them off. Ultimately, the Greeks, led by Alexander the Great, **defeated the Persian Empire in the 330s BCE**.

### Greek influence on the western world

After thousands of years, our modern society has many things to be thankful to the Ancient Greeks for.

- The Ancient Greeks developed many of the **letters** we use today in reading and writing.
- Athenian **democracy** was a system of government designed to give adult men the right to vote on how the city-state would make rules and laws. Today, we have a similar **democracy** where we vote for politicians to represent us in government.
- The **Olympic Games** originated in Olympia, an ancient Greek city-state.
- The Ancient Greeks introduced the world to the **theatre**. **Comedies and tragedies** are still genres of theatre and entertainment that we enjoy today.

## Vocabulary:

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

- civilisations**, ceramics, excavate, Crete, **trade**, complex, **export**, bronze, **import**, oligarchy, city-state, outnumber, invasion, **empire**, retreat, revolt, unified, militaristic policy, tyrant, victorious
- acropolis - A large hill where city residents sought shelter and safety in times of war. Also, a meeting place for discussing issues.
- amphitheatre - Outdoor theatre with seats on all sides where singing, dancing and even sacrificing took place.
- chiton - The chiton was a single sheet used as clothing wrapped around the body.
- democracy - A system of government in which citizens are able to vote in order to make decisions.
- Olympics - Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus.
- Parthenon - A former temple on the Athenian Acropolis dedicated to the goddess Athena.
- philosophy - The practice of asking big questions with no clear/single answer. It means the 'love of wisdom'.
- pyxis - A cylindrical box with a separate lid used to store trinkets, ornaments or cosmetics.
- Trojan Horse - Wooden horse constructed by Greeks to obtain entry into the city of Troy. Soldiers hid inside and then sprang out!
- vase - Pots made on a potter's wheel often painted with aspects of daily life from which historians have learned from.

## Assessment:

The knowledge organiser can be used to support children. This could be on display, on the tables or used for pre-teaching key vocabulary or concepts.

- The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
  - There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.
- There is a choice of essays to write based on age an ability.

Ancient Greeks

**Mini-Quiz #1** Name: \_\_\_\_\_  
Date: \_\_\_\_\_

1) What year did the Trojan Wars begin?  
a) 2100 B.C.   
b) 1200 B.C.   
c) 2500 B.C.

2) Who was the goddess of love?  
a) Hermes   
b) Aphrodite   
c) Poseidon

3) What was Hippocrates job?  
a) doctor   
b) mathematician   
c) war general

4) What is an outdoor theatre with seats on all sides called?  
a) acropolis   
b) Parthenon   
c) amphitheatre

5) What year were the first Olympic games?  
a) 750 B.C.   
b) 776 B.C.   
c) 600 B.C.

6) What did Pericles value as a leader?  
a) art   
b) drama   
c) music

7) What was a pyre?  
a) clothing   
b) a vase   
c) a box

8) Who fought in the Peloponnesian Wars?  
a) Persians   
b) Spartans   
c) Egyptians

9) Which god was the brother of Zeus?  
a) Athena   
b) Hermes   
c) Poseidon

10) Approximately what year were the first Greek coins used?  
a) 600 B.C.   
b) 500 B.C.   
c) 400 B.C.

Total Score  
 \_\_\_\_\_ out of 10

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Ancient Greeks

**Mini-Quiz #2** Name: \_\_\_\_\_  
Date: \_\_\_\_\_

1) What year did the Peloponnesian Wars begin?  
a) 354 B.C.   
b) 431 B.C.   
c) 146 B.C.

2) Which messenger god had winged sandals?  
a) Zeus   
b) Athena   
c) Hermes

3) Who judged potential criminals in a jury?  
a) 500 politicians   
b) 500 elders   
c) 500 citizens

4) What is the name of the former temple on the Athenian Acropolis?  
a) chiton   
b) Parthenon   
c) Trojan Horse

5) What year were the Trojan Wars?  
a) 500 B.C.   
b) 750 B.C.   
c) 1200 B.C.

6) What year did Archimedes die?  
a) 212 B.C.   
b) 212 B.C.   
c) 332 B.C.

7) What was an acropolis?  
a) a hill   
b) a theatre   
c) a temple

8) How were Athens left at the end of the Peloponnesian Wars?  
a) With more money   
b) With less money   
c) With no money

9) Which gods bird is an owl?  
a) Athena   
b) Aphrodite   
c) Hermes

10) When did the Greeks set sail to set up colonies?  
a) 776 B.C.   
b) 770 B.C.   
c) 750 B.C.

Total Score  
 \_\_\_\_\_ out of 10

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### Misconceptions:

Children will need a sound understanding of the dating system BCE (Before Common Era) before they begin this unit. It will need to be taught explicitly. As this may confuse the children when faced with dates such as 352 BCE and 323 BCE. Children may think 352 BCE is later in time. They will need to be corrected and frequent looks at a historical timelines will help this.

**ART:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### **Greek Art**

- *Learn about the great art of the Ancient Greeks through the details on the Parthenon Marbles.*
- *learn about and debate the controversy over the ownership of the Marbles.*